DOCUMENT RESUME

ED 033 777	RC 003 772

AUTHOR	Bernal, Ernest M., Jr., Ed.
TITLE	The San Antonio Conference. Bilingual--Bicultural Education---Where Do We Go From Here? (San Antonio, Texas, March 28-29, 1969)
INSTITUTION	Saint Mary's Univ., San Antonio, Tex.
Spons Agency	Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date	28 Mar 69
Note	117p.
EDRS Price	EDRS Price MF-$0.50 HC-$5.95
Descriptors	*Biculturalism, Bilingual Education, *Conference Reports, Educational Improvement, Educationally Disadvantaged, Educational Problems, *English (Second Language), *Federal Programs, Human Resources, Inservice Education, *Mexican Americans, Preservice Education, Teacher Education

Abstract

The purpose of the San Antonio Conference was threefold: (1) to provide a planning base for the English as a Second Language Institute to be held at St. Mary's University; (2) to have a short-term impact on some of the educational practices in central and south Texas; and (3) to provide the U. S. Office of Education a compendium of the basic long-range educational needs of the Mexican American community in Texas and a set of recommendations for future program funding to meet these needs. Representatives from the Mexican American community, teacher training institutions, regional service centers, professional teachers, and school board members were invited. Included in the conference proceedings are: (1) the keynote address and the banquet speech; (2) recommendations and final reports made by 6 groups; and (3) position papers written by the various discussion leaders. A related document is ED 027 444. (CM)

ED033777

The San Antonio Conference
Bilingual--Bicultural Education---Where do we go from here?

RECEIVED
OCT 20 1969
E.R.I.C.

Bureau of Educational Personnel
Development, U.S. Office of Education
and
St. Mary's University

March 28 and 29, 1969

Edited by Ernest M. Bernal, Jr.

RC003772

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE SAN ANTONIO CONFERENCE;
BILINGUAL-BICULTURAL EDUCATION -
WHERE DO WE GO FROM HERE?

ED033777

Sponsored by:

Bureau of Educational
Personnel Development

and

St. Mary's University

March 28 and 29, 1969
Gunter Hotel
San Antonio, Texas

TO

The People of La Raza--

be they Anglo *simpaticos*

or

Mexican-American *Chicanos*

Foreword

The San Antonio Conference was held March 28 and March 29 under a joint sponsorship of the Bureau of Educational Personnel Development, U. S. Office of Education, and St. Mary's University. Its purpose was threefold: (1) to provide a planning base for the ESOL Institute to be held this summer at St. Mary's University, Bro. Francis Greiner, S.M., Director; (2) to have a short-term impact on some of the educational practices in central and south Texas; and (3) to provide the U. S. Office of Education a compendium of the basic long-range educational needs of the Mexican-American community in Texas and a set of grass root consensual recommendations for future program funding to meet these needs.

To accomplish this, representatives from the Mexican-American community, teacher training institutions, regional service centers, professional teachers, and school board members were invited. Housing and transportation were provided for teachers and the Mexican-American out-of-town participants. Guest speakers and discussion group leaders were selected because in the opinion of the Conference Coordinator they represent, with a healthy degree of diversity, the most enlightened thought on various facets of the education of Mexican-Americans.

The proceedings were exciting. Many Chicano participants said that for the first time they had a real opportunity to talk to the decision-makers, the policy formulators. But disappointments in communication were also evident, particularly the unwillingness or inability of many Anglo and highly acculturated Mexican-American participants to understand the more circuitous, concrete, incident-bound language of the barrio conferees. Comments like, "Come to the point", or "Just what are you trying to say?" were heard frequently enough to be considered symptomatic of Establishment rigidity and served to punctuate some of the spontaneity necessary for efficient dialogue to take place.

The first day's attendance was greater than we had imagined it would be. By the second day, however, the numbers-facilities interaction became more manageable, for a number of professional educators--Anglo and "Mexican-American" alike--left the Conference before the first day was over. Several were frank enough to state their views publicly: "These programs are futile. We know how to educate these kids"; "Too much emphasis is being placed here on the Mexican-American. We should all be just plain Americans"; "I had it rough--why can't these people learn?"

Though some of the members of the Mexican-American activist groups were "turned off" by these displays, most Chicanos persisted in their efforts and felt they made an important contribution to the deliberation. The credit for these successes is due to the group management skills of the discussion leaders.

In order not to distort the efforts made by the participants or misrepresent their views, their recommendations are presented in this volume without editing. The need to organize and deliveate the thought of the Conference is recognized, however, by the inclusion of position papers written by the discussion leaders themselves. They were instructed to base their comments on the proceedings of their respective groups and to elaborate the pulse of these sessions in their divers inimitable styles.

Special thanks are in order to Father Henry J. Casso and Brother Victor Naegele, S.M., for their constant support and encouragement; to Dr. James A. Forester for his many helpful innovative suggestions during the planning phase of the Conference; to Mr. Gil Murillo and Mrs. A. Z. Snid for their excellent work in contacting the Mexican-American community; to Dr. Guy Pryor and the Chicano students in Project Teacher Excellence who arranged to have the heartwarming panel discussion on the selection and preparation of bilingual teachers; to Mr. Roberto Olivares and Mrs. Carol Epstein, BEPD, for their contribution in Washington; to Bro. Charles Cummiskey, S.M., Dean of Faculties, St. Mary's University, who consented to a released time arrangement for the Coordinator; to Dr. Clark Taylor for his inspiring flexibility; to Mr. Josue Gonzalez and Mrs. Gloria Zamora of the Bilingual Education Demonstration and Dissemination Center, San Antonio Independent School District, for making the bilingual demonstration possible; and to the third and fifth grade students of Johnson School and their principal and teachers, for convincing the skeptics of the potential of the Mexican-American students.

No conference of this nature is ever successfully coordinated without the help of competent secretaries. We are thankful to Mrs. Marie Jones, Grant's Office Secretary, for her willingness to help anytime we were overloaded with work. We are also especially indebted to Mrs. Jeanne Garza, Conference Secretary, for her loyalty, patience, and perseverance in a highly ambiguous work situation. Her confidence and geniality were unshakable throughout.

Ernest M. Bernal, Jr.
Conference Coordinator

Pasquale A. Perillo
Administrative Assistant

St. Mary's University
June, 1969

TABLE OF CONTENTS

SPEAKERS

Page No.

Rev. Henry J. Casso 1 - 19

Dr. Dean Corrigan 21 - 37

RECOMMENDATIONS AND FINAL REPORTS

Group I - Pre-Service Training and Inter-Institutional Cooperation 39 - 46

Group II - Factors in Alienation 47 - 57

Group III - In-Service Training 59 - 65

Group IV - The Community and Programs for Bilingual Students 67 - 75

Group V - Involving Mexican-American Professionals and Barrio Representatives in Program Design & Implementation 77 - 90

Group VI - Approaches to the Education of Mexican-American Target Populations 91 - 100

Changing the Structure From Within and Without: A Common Sense Approach to the Development and Effective Utilization of Mexican-American Professionals 101 - 108

PROGRAM

Friday, March 28

8:00 a.m.	Registration - Mezzanine
9:00 a.m.	Welcome Speech- Assembly Rm.
9:15 a.m.	Keynote Address - Rev. Henry J. Casso, National Advisory on Mexican-American Affairs, U.S.Office of Education
10:00 a.m.	Coffee
10:15 a.m.	Floor group discussion Assembly Room
11:00 a.m.	Audience Response - Dr. Tom Carter, University of Texas at El Paso, Moderator
11:45 a.m.	Lunch
1:00 p.m.	Live demonstration -Assembly Rm. Bilingual Education - 2nd and 5th grade classes from Johnson Elementary School, San Antonio Independent School District
3:00 p.m.	Break - South Terrace
3:15 p.m.- 5:15 p.m.	Break into topic discussion groups. Gr. 1 Pre-Service Training and Inter-institutional Cooperation - Mez. B Bro. Victor Naegele,S.M. Gr. 2 Factors in Alienation - Dr. Manuel Ramirez-Mez.C Gr. 3 In-Service Training - Josue Gonzalez -Alamo Rm. Gr. 4 The Community and Programs for Bilingual Students - Dr. James A. Forester - Bluebonnet Room

PROGRAM (cont'd)

	Gr.5 Involving Mexican-American Professionals and Barrio Representatives in Program Design & Implementation - Gilbert J. Murillo-Cactus Rm.
	Gr.6 Approaches to the Education of Mexican-American Target Populations.Lee Venzor Texas Room
6:00 p.m.	Banquet-North Terrace - Dr. Dean Corrigan - Education Specialist, Office of Education
7:30 p.m.	Caucus - Assembly Room Mr. Armando Rodriguez, Chief, Mexican-American Affairs Unit, U. S. O. E., Washington, D. C.

Saturday, March 29

9:00 a.m.	General Session - Assembly Room Impressions of 1st day's achievements.
9:15 a.m.	Panel: Project Teacher Excellence, Our Lady of the Lake College, Dr. Guy Pryor, Director
10:15 a.m.	Coffee - Foyer
10:30aa.m.	Work groups - same rooms
12:00 p.m.	Lunch

1:30 p.m.	Committee Reports: Each group chairman will give summaries of recommendations of his group - Assembly Room
3:00 p.m.	Special General Session: Assembly Room - Forming an association of Mexican-American educators in Texas?
5:00 p.m.	CLOSE

Keynote Address by

Father Henry J. Casso

Member - National Advisory
U.S. Office of Education -
Mexican-American Affairs Unit

1/2

Second Trainers of Teachers of Mexican-American Student Conference

I am very delighted to have this opportunity to share some observations and opinions with you, in what I consider a historical conference.

I am afraid of very few things, however one feels a little uncomfortable speaking in his own community. So, if you sense a little fear, it is because I am working under this fear.

To me, it is important that we look at this conference in the perspective in which it lies. It is the second of three conferences taking place around the country, sponsored by the U. S. Office of Education Mexican-American Affairs Unit, and cooperating institutions of higher learning in the three different communities. The first was held in Las Cruces, New Mexico. I had to good fortune to give the Keynote Speech. You have in your packet a copy of that talk so that you can refer back to it as background for some of the remarks which I will make here today.

It was most symbolic that the first of the three conferences was held in Las Cruces. The name of that city itself is symbolic of the ills, the tragedies, the anguishes, the sorrows and the hopes of the Mexican-American people. Sensing this symbolism, I challenged the participants of that conference with the phrase, "I hope that as a result of this Conference there will be una nueva resurrecion de Las Cruces de Nuevo Mexico".

It is significant that the second of these conferences is held in San Antonio, Texas. San Antonio can be considered the Mecca of the Mexican-American because it is the largest Metropolitan city in the U. S. where Mexican-Americans constitute almost one-half of the population. I am a firm believer that if anything is going to happen to and in the Mexican-American community, it's going to have to happen in San Antonio. If it cannot take place in San Antonio, then I guarantee it will not take place any place else.

The third conference is to take place in September in Los Angeles, California. Los Angeles is the largest city containing the largest number of Mexican-Americans in the United States, which Mexican-American population equals the total population of San Antonio.

Each of these conferences has specific goals. Each is to develop whatsoever recommendations made by each and every one of the participants as seen from the background and experience represented. It was felt that it is essential to know then deal with the educational needs, educational programs, the educational ideas which each of you and all the participants can come forth with.

The Las Cruces Conference produced some 150 recommendations, and I understand that you have copies of these. It is very important that we look at these recommendations and suggestions because we see that they are directing themselves to eight essential categories: (1) Recommendations related to cultural sensitivity training for teachers.

(2) Recommendations related to bilingual educational training for teachers; (3) Recommendations concerning legislation and certification requirements; (4) Recommendations related to bilingual education and ESL training for students; (5) Recommendations concerning evaluative techniques as related to Mexican-Americans; (6) Recommendations related to the vocational educational programs; (7) Recommendations related to universities, public schools and community responsibility with reference to Mexican-American students; and (8) Recommendations for specific changes at the University and public school level. Note that of the 50 recommendations, 1/3 of them dealt with some form of sensitivity for the teachers. This would indicate an area of immediate concern.

It is very interesting to note the cross-section of representation which made up the participation which gave added strength to the products of the conference. State Department of Education officials, State Boards and representatives, several Mexican-American community organizations, four Washington officials, ten administrators from central school offices, four high school administrators, ten grade school administrators, several superintendents, and six teacher corps representatives. The cross-section of educational experience from three states is quite clear. I would hope to challenge you to take the recommendations from Las Cruces and build upon them so that by the time we get to California we can compare the existing programs which are going on supposedly assisting in meeting the problems which you see. Keep in mind that these recommendations are not my words, or those of Armando Rodriguez or Ernest Bernal, the coordinator of this conference, they are reflections of many people from various disciplines.

A number of things that have influenced this conference did come from the Las Cruces Conference. That Conference was geared to follow the traditional lines of running conferences. It was not long into the conference when we realized that something different had to take place. Open confrontation began to grow among community individuals, students, and professionals. A confrontation was indicated by one of the panalists which forced many people to come up with different thoughts, new thoughts, and in many instances, first thoughts.

It was found wise to have more students and community people who could express things as they saw them. It did not take long before it was obvious that institutions of higher learning would have to, if necessary, start working closer together with and amongst themselves and especially with the communities from which they receive their power. Enough for the Las Cruces Conference.

I would like to next acquaint you with the Mexican-American Quest for Quality which is the report from the National Advisory to the U. S. Office of Education--Mexican-American Affairs Unit. Mr. Armando Rodriguez, Chief of this unit, is here with us today and tells me the supply of this document is already exhausted. Some copies will be available to you, and those who do not get a copy will receive one at a later date. (Already the second 10,000 copies are being printed). This document begins with the statement: "Failure to provide education to hundreds of thousands of people whose cultural heritage is different...as a result we see a shameful waste of human resources. The Melting Pot ideology we speak of so proudly has not produced a moral climate in which all people are accepted on the basis of individual worth."

I really feel that you and I, representing educational endeavors in the state of Texas, can take these expressions from this document and apply them to ourselves.

Another work I would want to familiarize you with is the document prepared from the notes of Dr. Jorge Lara Braud for the U.S. Commission on Civil Rights. These notes are taken from the Educational component of the Civil Rights hearings which took place in San Antonio. The official name of this work is "The Education of the Mexican-American in Texas, the Challenge, the Conscience of the State". When you begin to read this particular work, studying the testimony, the data, the statistics, the anguishes of people, you quickly realize that you and I best do something about this awesome challenge, best do a good job, and do it from the U. S. Commission on Civil Rights.

Dr. Lara Braud's paper develops pretty well the six critical issues which the National Advisory to U. S. Office of Education, Mexican-American Affairs Unit stipulates as;

1. Existing educational programs for Mexican-Americans have been woefully inadequate and demand serious evaluation;

2. Instruments are lacking for measuring intelligence;

3. That a very small percentage of Mexican-Americans who could qualify for college actually enroll.

Up to this point, too many of us have pointed the finger under the nose of the Mexican-American student and blamed him...Commissioner Harold Howe, the past U. S. Commissioner of Education in his address "The Cowboy and the Indian" says: "We're no longer dealing with the Mexican-American education problems. We are dealing with the fact that education has failed the Mexican-American student." Isn't it true that there is no other institution, no other business, no other industry that can survive, that can tolerate an 80 to 90 percent dropout or an 80 or 90 percent product that cannot be marketable? The only institution which is allowed to survive--and why who really knows--is education. If for over one hundred years there has been this 80 or 90 percent dropout, parents and educationists ought to be looking into the educational system to find out what can be altered and changed to the benefit of these millions of students

4. Says there are legal restrictions in various states which discourage instruction in language other than English.

This refers to several states. I am very happy to say that here in the State of Texas we finally have legislation pending to handle this last point.

5. The exceedingly high dropout rate of Mexican-Americans in public schools. It is very interesting that the first significant dropout percent takes place around the 3rd grade--a good significant indication where the blame should lie.

The next period of consequence is in the 7th grade or 9th grades. As I was coming to the conference this morning, I met two young men standing at the bus stop and I picked them up. Sure enough they were two young dropouts who left school at the age of 15.

6. Society has not recognized, or at least not accepted the need for multi-lingual, multicultural school environment.

The report further recommends four imperatives for successful teaching of Mexican-American children.

1. Prepare the teachers with the skills neccessary to instruct the Mexican-American pupils successfully, including developing teachers with bilingual capability.

Note: this is not me speaking, this is the National Advisory speaking.

Dr. Estes of the U. S. Office of Education has said "You have the programs, you have the money, what we need now is to make sure that when its funneled down to that one individual who implements it, the teacher, that they are sensitized to the goals and objectives of these programs."

2. Instruction in both English and Spanish so that the mother tongue is strengthened concurrent with the pupil's learning a second language. This bilingual instruction must occur in all curriculums at all grade levels and until the student is thoroughly at home with his second language.

I might say that the San Antonio Independent School District recently has set out a policy which is being used as a model in other communities around the Southwest, dealing precisely with the use of Spanish on the school grounds.

3. Instruction of Pre-School Mexican-American pupils so that they are more nearly ready to take their place with others by the time they enter school.

Thi This may be phrased in other terms; Early Childhood Education. This is the future of education. We're beginning to receive data, and Dr Cardenas, who is here, is compiling some data which shows how effective these programs are, especially with the Mexican-American in his dealing with the problem of language.

4. Complete development programs for Adults in both basic education and vocational education. There are vehicles for accomplishing this.

Recently we saw certain prejudicial attitude demonstrated in the refusal to permit the Mexican flag to fly over the Alamo. It seems to me that such attitudes underlie Mexican-American-Anglo relations everyday. It seems that the Mexican-American has to fight the battle of the Alamo everyday of his life. Somehow or another we've got to come to some conclusions in the work ahead for us about dealing with these attitudes. I hope you can help with solutions in this conference.

When we look at federal legislation, we see that there are over 300 proposals to utilize the $7,000,000 provided for bilingual-bicultural education. To be assured, next year's appropriation is going to have to be bigger because of the fantastic and phenomenal interest in the field. Already there have been some programs in this State. At this conference we are deeply concerned with the State of Texas, yet we hope our recommendations can benefit other communities.

We are beginning to see the Mexican-American ask that people from their own ranks be utilized as advisors to governmentally sponsored programs. It is pretty well concluded, especially from a conversation that I had with an individual in Austin, that if our governor would have had a situation that exists in Del Rio the decision that he made to withdraw VISTA would not have been in haste. In the statewide programs we see that need for a greater coordination between everyone of you and everyone of us. We see that the State Department of Education has taken a great step forward, unlike some of our other states, by setting out a statewide design for implementing bilingual and bicultural educational programs. Heading up a state office is Dr. Severo Gomez to see that we can get this kind of coordination and this kind of direction. The legislation that is being introduced is going to need your support. If you are convinced of what you hear today then each and everyone of us are going to have to support this legislation.

At the national level, I might say that this National Advisory report has been accepted as the agenda of action by the new Secretary of Health, Education and Welfare. Recently in an address for the National Education Association, I challenged the NEA to accept this as their agenda of action, and they accepted it. We already have the position of the Commissioner of Education at the National level who is now seeking an individual to fill a position immediately under him in coordinating these kinds of plans and working with Armando Rodriguez's office. On our local level, we see that already SAISD's bilingual policies are being utilized as a model.

Next we have an activity on the local level, something that we are going to see more and more of, the investigation of various school districts by the Civil Rights Committee. And I might say here that there is another community, a large community in our State, that is about due for a Civil Rights review by HEW over the concerns of the Mexican-American.

Let's consider something that's happening now with Mexican-Americans. We are beginning to realize that there are several major thrusts in the Mexican-American movement. To me, the greatest thrust is in education. Another is employment. I might say that the Mexican-American is zeroing in first and foremost on education, and to obtain this education for their children, the adults and youth are becoming active. You are going to see the Mexican-American Legal Defense Fund taking many school cases into Court, aiding youth in determining through law the definition of quality education. Dr. Hitt, Superintendent of SAISD, just yesterday, at the school board meeting said that we have to find a reasonable solution in providing quality education.

At the present time a special education committee, a kind of merger...of La Raza has been effected. On April 2, we're finalizing a proposal to this foundation to receive almost a million dollars to set up our own entity to begin going about and assessing those institutions, those organizations, those individuals who are receiving federal funds to benefit the Mexican-American to see how they are actually progressing, how they are producing. If they produce well we will feel the responsibility to publicly support these programs and to recommend that they be copied elsewhere. But on the other hand, if there are organizations that are not producing, positions will have to be taken that federal funds no longer be given to these institutions.

There is a growing awareness in the Mexican-American professional throughout the Southwest that many programs and proposals designed to help the Mexican-American have been formulated without his help and then brought to him and stuffed under his nose with, "Now, what do you think of it?" If I can read the hopes and aspirations of the professionals, they now want part of the action in formulating thought, plans, programs, which will be used in the Mexican-American community.

You likewise find one of the individuals who will be taking part in this conference has been designated by our professionals to take a position on the latest document of the governor's report on education for the State of Texas. A committee feels that there is gross lack of sensitivity to the culture of the Mexican-American in this document. We're not saying that all we need is money. We're saying that what we want to see is an immense awareness of the individual Mexican-American being accepted as he is, an honest look at his strengths and weaknesses, an attempt to build upon his strengths and to overcome his weaknesses, and a sensitivity to the needs of children.

There is an effort likewise to develop a Mexican-American education Association for the State of Texas. Why? If you ask the individual speaking, this is an attempt to give identity, provide a forum for opinion,help give direction, which are needed. These are a few things that are happening with adults. These are a few of the things that are taking place since the Las Cruces Conference.

As for the students, the speech in your packets give a recent outline. However, in Tucson, Arizona, last week 100 students were dismissed from school because they challenged the local education system. The Mexican-American Legal Defense Fund was forced to aid them. We find in Denver, Colorado, weekend before last, students again walking out of schools. One of our leaders in the community and one of the foremost militant leaders was called to go look at the situation. As he approached the school, he was beaten on the head and he was arrested. This may not have significance to you, but this is the man that has called a national youth conference that is taking place this weekend where there is expected over 1500 youth from the Southwest. They're going concerned and they're going angry and you can imagine what's going to be on the minds of many of these youth. In the Del Rio situation we find one of the underlying factors and issues brought out at the Civil Rights hearings this past year: The military dependents coming from the air base are bussed through the poor San Felipe School District to the Del Rio School District, thus taking federal impact monies with them into the more affluent areas. This will be one of the issues that will be addressed intthe Palm Sunday March in Del Rio.

Other circumstances about our youth; Today there is no meeting that takes place wherein our youth are not very militantly challenging the decisions that are being made in education without first hearing their voice. Talk to my friend and colleague Nick Garza. Let him tell you what took place at the Advisory meeting in Los Angeles. It was these youth who came into the room and asked for an hour and took the whole morning. And it was these youth that resented decisions being made by adults who do not consider the anguishes of youth. And it was these youth who demanded the resignation of the one individual on the Advisory who mentioned that he was not aware of the Mexican-American problems as he should be. And it was these youth who demanded a voice of representation on the National Advisory.

Some of our most outstanding leaders are being challenged by our youth because of this growing feeling that now they must be dealt with. During the Mexican-American Educators Conference in San Diego two weeks ago, the youth--college and high school--disrupted that particular meeting because they felt that their issues were not being met.

Last week, I had the good fortune of meeting the new senator and committee chairman of the migrant sub-committee, Senator Mundell. And I saw young high school students climb up and down his back, articulating the anguishes, the hopes, and the admirations of the young people. And I present these activities of the youth to you only to let you know that these things have happened since the Las Cruces Conference. By the time that you and I get together again history is going to be recorded and you and I are going to see many, many more of these things, agree or disagree with them.

Now there are some of us who never are going to believe what is happening. Some of us are fearful. This is not a time for fear, but for concern and commitment. Let me read to you part of a letter that was written to me on March 14. This young man wants to go to college.

I am a Mexican-American. Being a Mexican-American, I am faced with a number of problems which may not be unique but effect me nonetheless. I see that because I am a Mexican-American and I have a language barrier, a lack of cultural identity and have received an inferior education. I do not make these statements without facts. I have been following reports from the Office of Civil Rights, February 27, 1969.

A little of my personal background--my early years of school were very hard, I entered the first grade knowing and speaking only Spanish, the language of my parents and my home. I was confronted with the situation that my classes were conducted in only English and like all the rest of my friends, I was lost. The questions were in English and my answers in answering were in Spanish. As a result the answers were considered wrong and not accepted. Spanish was not allowed to be spoken in school. In this school I was taught that my mother's language was bad, something to be avoided to be quickly disposed of and that it was nothing more than a conglomoration of dirty words and phrases. I was taught to identify with a culture that was not of my own and when I left elementary school, I knew I had been cheated out of a good education. I began to realize that all of my teachers in the last terms of elementary school told me about the world outside of my own. She told me we were not taught because most teachers believed that we could not learn and would never be able to communicate. And for the first time, she made me aware that I was not the same little boy on T.V.

When I finally entered this Junior High, I was expecting to find something different, new faces, new people, and new ideals. I was very

> very disappointed that my dreams were shattered. Instead of finding something new, I found the same old thing, only a different degree. If one was caught speaking Spanish, he would be punished in the classroom or expelled for several days or both. Signs in the hall were "Be an American, Speak English." And once again I was taught I was an American and no one told me why and how I might be different. In Junior School, I began to notice all my friends in school were poor, poorly dressed and sometimes dirty. And I began to wonder why the Anglos living in the other sections of town would be so well off. And I began to realize the Anglo was called the Americano and I was called the Mexicano. And yet I was told that I was an American. What a conflict I went through being told two different things and having to accept the two different concepts.
>
> And once again I met a teacher who added something to my life. He was a good world history school teacher who added something and through him I began to learn more about myself. At this point the negro problems were being discussed and we discussed them and some of us began to wonder if the Mexican-American had problems just as did the Negroes. We concluded that we did not. We accepted the fact that we were Americans and that we had the same rights as anyone else. But still something told me that we're not right."

Then he entered high school and he was disappointed again.

> "I was not challenged and most certainly not encouraged to higher or better things in edu-

> cation. As a result, I found myself sitting down to the same pattern of school work. I did what I had to just to pass and live from one day to the next to see what would happen. And even though I was getting along with some of my teachers, they told me I was capable of better work, that learning and doing well would come to me easily. However, I was never given the challenge. An inner conflict grew in me and I began to understand what they were telling me and I really knew the answers to the questions and teachers knew that I knew them; however, now I could not express myself well, especially on paper. Spelling and sentence structure are two of my problems and I realized that they were not stressed throughout my educational development. I have had this since my elementary grade and have it even till now."

These are a few exerpts from this beautiful letter. For those of you who would like to do some further studying, I would suggest that you take the interviews, documents that have been produced under testimony and under oath from students during the U. S. Civil Rights Hearings. If anyone would like to hear them, I have the tapes. Again, this in not me speaking or Mr. Bernal, this student here is 19 years of age.

And let me tell you something. The greater percentage of Mexican-Americans is less than 18 years of age. We are the fastest growing minority in the United States, one with the least education, and the only minority that shares a 1500 mile frontier with 200 million people to the South. Here we have a people whose youth are saying these things, telling us that someday this country of ours is going to have to deal with the problems and be able to deal also with the 26 countries in the South. Deal with this and the other will take care of itself.

I could go on and give you the experiences of Joe Bernal, Senator. In his book that he is writing, he tells of how he went into a room and said, "My name is Jose Maria Bernal" and the teacher said, "What? What did you say?" "My name is Jose Maria Bernal," and the teacher again challenged him, "What did you say?" "Jose Maria Bernal"? She said, "Your name is Joe." And he said that later on in life he went back to look for his record in that grade and he looked under Joe Bernal and there was no Joe Bernal, there was Jose Maria Bernal.

I will tell you likewise there was a letter from a teacher in El Paso, Texas to Mrs. Nixon, the wife of the President. This teacher, who is not a Mexican-American, speaking with anguish, poured out to the wife of the President what she has seen happen to students, again, it's not me, this one is a teacher. The students have said and are saying "Ya Basta. We're fed up". If you and I don't move, they will.

Each of you are here to do something about education. I am here to tell you something about what the circumstances are all about. I have pointed out to you something of what is taking place nationally. I have pointed out to you some of the things in this State, of what adults in the Mexican-American community are doing, the reaction in the student movement I directed your attention to a program of action.

Now may I make a few recommendations: (1) Please come up with an answer to how to develop a greater awareness, human sensitivity and cultural understanding in teachers. Give us the "how" to view education. Develop a greater respect for students, a willingness to accept our students, whosoever they may be, as they are, not as we would want them to be

(2) Encourage our young students to higher things. e have heard the aspirations of a young man. (3) evelop a closer relationship between the universities and the communities, the colleges and the ommunities. I think there must be a new assessent of the role of the university in its responsibility to the community, a community that underrites and supports it. Today there has to be a loser relationship, a closer identification with the anguishes of the community. In addition, there ust be in this realm a closer working together etween colleges, between departments of education, between regional centers, between the labs and the niversities, because its the Mexican-American comunity that gets caught in this crossfire of independent action and independent thought.

Finally, I hope and pray that you the educators, you the community, men and women and students, hat you can come up with recommendations built pon those in Las Cruces, so that we can stand tall from Texas and present in Los Angeles those things hat we're willing to accept as challenge. And if e do, we can present collective thoughts and position to the U. S. Office of Education and we can tand together and assure our young people that ou and I, who have the position of leadership today, are going to leave them a patrimony of dignity and uality education. For only then can we look our outh straight in the eye and say "Son, we are trying. We are doing our best."

Thank you very kindly, and God bless you.

Banquet Speech by

Dr. Dean Corrigan

Bureau of Educational Personnel Development
U. S. Office of Education

20/21

HUMANIZING THE EDUCATION OF HUMAN BEINGS

As I recall the dialogue at the recent Mexican-American Conference at Las Cruces and analyze the discussions at this meeting, I sense that many of you are as concerned about the quality of human relationships in our schools and colleges as I am. For example, concern for human relationships was inherent in the questions raised after the presentation by the demonstration class this afternoon: Is this cultural bilingual program going to be expanded to include all students? isn't it important to have this kind of program in integrated settings? why were the students in the demonstration class all Mexican-American? shouldn't the Anglos participate in this program? These questions when pushed further raise larger questions that ultimately relate to the purposes of American education. What is education? what should a school be? should it be a place where we just teach reading, writing, spelling, arithmetic and science?

As far as I am concerned our schools for today and tomorrow must be more than that. It will do us little good to prepare individuals who know how to read, write, spell and do math and science, if they use this new knowledge to go out and blow up another person's house because he happens to have a different shade of skin color or he happens to speak a little differently.

As the Commission on Civil Disorders reported just a year ago, "Our nation is moving toward two societies, separate and unequal. Prejudice and discrimination now threaten the future of every American." In my opinion. the most powerful and effective means of eliminating the poison of prejudice and discrimination is education.

At a time when our country is witnessing an "explosion of human interaction" unlike any it has experienced before, the schools must be in the forefront in helping all individuals learn ways to live together peacefully as human beings. If you don't agree with me, then I think your view of education becomes much simpler and you will probably not have to raise the question of social relevance that so many others are raising today.

But once you accept the role of the school as a social institution, then you must also accept the fact that as a social institution the school must respond to the problems which emerge from the culture in which it exists. And of course, the same thing holds true for our colleges of education. Since colleges of education are professional schools they have no choice but to relate to the world beyond the campus. They prepare practitioners for that world. The value of a college of education experience must be determined by how well each graduate of that college produces, how well he fulfills his professional role in the real world. A college of education cannot separate the study of the profession of education from the action aspects of the school and community any more than a college of medicine can separate the study of medicine from the action aspects of a hospital or clinic.

In the Las Cruces meetings and at this conference I have participated in both the formal and informal sessions because I hope to gain a deeper understanding of the problems you are facing. With these problems in mind I would like to share with you a few of the statements that I've heard since the Las Cruces meeting which I think have relevance for our discussions here in San Antonio. All of these comments were made by students or parents. I will use these comments to "set the tone" and to provide a background for my recommendations regarding new directions for our schools and colleges.

I came to this meeting from a meeting in Boston where the Massachusetts Teachers Association was having a conference on the new certification laws that they are now developing to more effectively utilize some of the differentiated staffing concepts in schools. They are trying to "free up" the credentialing system so that they can use community volunteers and various kinds of teaching specialists and auxiliary personnel in the schools. At this meeting there wasn't very much discussion of the topics which you are talking about here in San Antonio. Most of the discussion dealt with the mechanics of certification: What should we call a person who does such and such? How many credits should we give for this and that? The problems of some of the schools in Massachusetts, such as those described in Death at an Early Age and Thirty-six Children, were not evident at this professional meeting. Needless to say I was really bothered by the level of the professional problems selected for three days of discussion. It all appeared empty to me because to discuss a reorganization of the profession without considering the problems and needs of children and youth seems to me to leave out the why of it all.

Yet I feel my trip to Boston was made personally worthwhile because of a concept, an idea, that I was confronted with there. While waiting for my place at Logan Airport I picked up the Local Boston Traveler newspaper and found a gem of wisdom from a human being I wish had been the keynote speaker at the teachers'conference. In the centerfold of this newspaper there was a blown-up reprint of a letter that a little fifth grader had written to the editor. There were several stick figures at the bottom of her letter. Over each figure was written--white power, black power, brown power, etc. The substance of the letter was as follows: "What our country needs to do is to unite. What we need right now is RAINBOW POWER." Her letter went on to point out that no single color is as beautiful alone as it is in a rainbow. Yet even when it is part of the rainbow it maintains its own identity-its own self-pride.

Another recent experience in which a student said something extremely meaningufl, at least to me, was the other evening on a television show. On this particular program, people sit around on the floor and talk to the commentator. During this program the participants were a group of high school students discussing what was right and wrong with the schools and society. All during the show the camera kept focusing on this one little guy who wanted to say something but couldn't seem to get up enough courage to say it. Near the end of the program he finally made his comment. "You know what's wrong with our schools and what's wrong with our society? We don't have enough chance to ad lib." This took the commentator back somewhat and he asked, "What do you mean, 'You don't have enough chance to ad lib'?" The little guy stood up and said, "You know, I play in a jazz group. Besides the fact that jazz is one of the great American contributions, it's great in other ways. When it comes my turn to play, all it says on my music sheet is, YOU'RE ON YOUR OWN FOR THE NEXT 32 MEASURES." I think he has a point for all of us to contemplate. His words are particularly meaningful because they made us stop to think of what a school ought to be.

Let me ask a question--How many classes have you ever had in your own education where people just asked a question right out loud simply because they wanted to know something they didn't know? Have you ever been in a class where a student prefaced his question by saying, "You know, I don't know a darn thing about this, but I'd really like to know something about this, environment in which you and your classmates really revealed all the things they didn't know? In any of your classes has anyone asked a question that they don't know enough of the answer to know that it was a so-called "good question"? A basic essential to the creation of a learning environment which is productive, one which starts with each person where he is, is the freedom to share what one does not know!

If we build a whole system where a person can't admit where he is, then the system cannot work. Our schools are presently set up to produce "winners and losers". So many of our kids are doomed to failure before they start. Their performance is judged against some preconceived average student--or the other 30 in their class-rather than their own achievement in relation to their own abilities. None of us in this room would continue to play a game we had no chance of winning, yet we expect some of our students to do this every day. We justify our actions by saying that that's the way society is, they have to learn to fail. Well, that is not the way society is: In this country we still have the opportunity to choose who we will compete against. If we want to be a cabinet maker we compete against advanced physicists. Failure at something we have the capacity to do can be a learning experience, but mandated failure--constant confrontation with tasks personally impossible to accomplish--is slow death.

We've got to change that if we really believe the schools' primary purpose is to help all thecchildren of all the people to develop as unique human beings in terms of their capacity to grow.

According to recent equal education opportunities studies, about 50% of the Negro children in our major cities in this country never complete high school, (Coleman,1967). The National Advisory Committee on Mexican-American Education reports that the average Mexican-American child in the southwest drops out of school by the seventh year. Here, in Texas, 89% of the children with Spanish surnames who start school do not complete the 12th grade. (Southwestern Cooperative Laboratory, 1969).

We have not yet developed a system of education which is accountable to the client. As professional educators our clients ought to be every learner, just as the doctor's clients are his individual patients. We should be held responsible for the intellectual development of each child just as doctors should be held responsible for the physical health of each of their patients. Because education is public, we have a responsibility to all children and youth, not just the sons and daughters of the rich and powerful. If 50% of our clients drop out or are pushed out, we have to begin to become professionally accountable for that. If we need more resources to do the job or we need to develop a new concept of schools and colleges, we must make the profession vital enough to demand these changes for the sake of all children and youth.

Now let me share with you another statement that I think has special meaning for our discussions here. It was made by a parent during a recent school integration battle that's still going on right now around one of the cities in the State of New York. Perhaps you have read newspaper accounts about the situation that has caused the strikes and other disruptions in some New York schools. But I'm sure many of you haven't heard what I'm going to tell you--I guess it doesn't make good newscopy. In this particular area three years ago some parents in one suburban community and some parents in the city got together and created a voluntary bussing, both ways. The motivation of both the black and the white parents was to provide their children the opportunity for multi-racial learning experiences. Now, as a result of the present turmoil with the black separtists' position on one hand and the white isolationists' position on the other, the voluntary open enrollment program is becoming a political football. It's embarrassing to both sides to have a successful integration program in their midst, so it is being attacked by both extremist groups. In defense of the program one of the ladies in the audience in a meeting that I attended recently said something that I think is repeating again and again. "How can our children ever learn to live together if their parents live apart? Our schools must provide children an opportunity to understand each other. If this opportunity is not provided there is no assurance that they will never be friends. In order to be someone's friend you have to have a long term personal relationship with him, especially if he's going to be a friend you can really trust when the hard times come."

Let me share with you a couple of other related comments made by students who participated in another unique intercultural program. As you know, the cities in the North have racial isolation problems, too. For example here are some statistics on the racial make up of the schools around Rochester, New York. It should be noted that similar conditions also exist in most metropolitan areas in the North. One of every three students in Rochester is a Negro. In the surrounding 17 suburbs, all within a 15 mile radius of the central core of the inner city of Rochester, the Negro population is less than one half of one percent. Two of the 17 neighboring school districts have no Negroes at all.

But before I continue, permit me an aside. There are some people who still say the schools should not be concerned with this kind of data. I say the schools have no alternative but to be concerned. There is no way we can keep children or youth from thinking about racial isolation and the mockery it makes of the American dream. When they go to school and sit in an all white class, or when they go to a school and sit in an all Negro class, in schools within a few miles of each other, or when they go to a school and sit in a class with all Mexican-Americans or all Anglos, there's no way to turn off their minds. The school has no choice inaction in this matter is in fact an action. The kids are in school at least 30 hours a week, and we can't stop them from thinking. And the question of racial isolation surely must occur when they go home and see integrated shows on television. (You have probably noticed that many of the commercials are now integrated.) Neither the schools nor the parents can hide children from the world. The mass media has seen to it that information now belongs to everyone. There's a whole world of education out there, outside of the school.

In Rochester, after having several suburban-urban problems of Democracy Class conferences the students decided that they wanted to do something more. Meeting just one day a month at a conference wasn't enough Just when they were getting acquainted they had to stop discussions and go back to their own schools. So they got together outside of school and organized what they called the "Student Union for Integrated Education." Over 200 students joined, with representatives coming from each of the 17 suburban communities and the city. Two of the students, one from the suburbs and the other from the city, came up with an idea for a "live-in". The kids from the suburbs would go into the city and live in the homes and go to school in the city for a week, and the kids from the city would go into the suburbs and live and go to school in the suburbs. The students from the various suburbs went to their principal who identified a number of problems that they would encounter in carrying out the plan. They would need chaperones, buses, and all these other things. Well, the students didn't stop there, they went to see the Superintendent on a Sunday afternoon. The Superintendent told them he thought the plan was important enough to present to the Board of Education. So the students went to the Board of Education. The first time the plan was presented to them they turned it down. They needed more commitments on who would provide the transportation, housing, chaperones, etc. But they indicated that if the students worked out the whole thing and presented it again, they would receive the approval of the Board

The plan has now spread to several other districts in the area. In fact, Rochester in addition to having these student exchanges is one of the few metropolitan areas in the country where several suburban school districts are participating with the city in voluntary open enrollment programs. The exchange plan has helped to pave the way for other programs.

But the plan wasn't accomplished without obstacles. Over 600 people showed up at one of the Board meetings. When the student leader presented the plan I saw him berated by a lady from the local opposition group. She verbally ripped the boy up one side and down the other, and called him everything short of being un-American. She attacked him so vehemently that many of the people in the audience, even those against the program, were embarrassed. But this youngster stood and faced her all the time that she was tearing him apart. When she finished he replied in the softest tone I have ever heard, "Ma'am, none of us think for one minute that this is a panacea, but we figure if anything is going to be done about the problem the young people are going to have to get involved. Furthermore, a very important person once said,'A journey of a thousand miles begins with a single step'."

Another student who reported to the Board of Education after the "live-in" had this to say, "You know that this is the first itme in my life that I think I have gotten outside my cocoon. I'm convinced that the kind of education that I've been getting is completely irrelevant. We study the Chinese dynasties and the Boxer Rebellion while Detroit burns. My education has prepared me for the best of all non-existent worlds."

These comments and much of the discussion I have heard at this meetings and at the conference in Las Cruces suggest that what we need is a new concept of schools and a new concept of colleges--for 1969. I think we ought to base these new directions in education on what we know about the intellectual personnel.

uniqueness of human beings.

Let me emphasize just three notions about the intellectual-personal uniqueness of human beings. If we agree that they are valid notions, then we can't possibly go back to our schools or colleges tomorrow and do what we did before.

Each person in this room and every student we've ever taught or will teach is unique in terms of his ability to think in the abstract about any subject matter. We are all at different levels in our understanding of mathematics, music, foreign language, etc. We're all at different stages of development in our ability to think in the abstract about any given phenomena. I think all of us would agree with that.

Another aspect of intellectual personal uniqueness is that we're unique in how we approach learning. We are unique in what psychologists call "learning style". Some here can think of four or five ideas at the same time and keep them all straight; some of us prefer to deal with one idea at a time. Some of us jump right into an activity while others of us like to take a little longer to size things up before embarking on a new venture. Some of us learn things much better through nonverbal means while other learn better verbally.

Let me give you a special example of what I'm talking about here. Eastman Kodak Company in Rochester, N. Y., is giving school children 8mm cameras and all the film they can use. Instead of writing their stories they are telling their stories on film. You should see some of the creative films these kids are making.

Experiments like this one convince me that any child can learn if we can find the best way to teach him. Maybe we have not proved that statement to be true but to me it is a better base point to start from than the one that says, "These kids can't learn, so why bother to try to teach them."

There is so much we have to learn about the "learning styles" of children. The kind of innovating that's going on in the Pittsburgh Individual Prescribed Instruction Project is exciting to me. What they have done there in the mathematics curriculum, for instance, is to identify twenty-five mathematical concepts they want to teach at nine different levels of difficulty. They have searched the math literature and have compiled 4,200 alternative lessons or experiences that teachers can use to teach these concepts. Now, you say to yourself, "How in the blazes can a teacher keep track of 4,200 lessons?" Well, they can't. This is what they do. They develop an individual profile on each child. The profile contains the child's diagnostic record, his progress report; where he is in terms of understanding the subject, as well as information about his style of learning. Is he the kind of person who learns concepts much better by giving him a puzzle, a simulation game, or an experiment? They code such information about each student. As they discover a particular way to approach the child best, the teacher together with the help of a computerized information retrieval system containing the aforementioned 4,200 alternative lessons, selects the most appropriate learning option for that student at the time he is ready for it. Every student is at a different point in the math program, determined by diagnosis of where he is, what he already knows, and how he approaches the subject.

In addition to being unique in what we know and how we approach learning, as human beings we are unique in how we feel about what we know, how we feel about what we need to know, how we feel about the person sitting next to us, and how we feel about the person teaching us. We know from our own experience that what is reflected back to us in the eyeballs of a person who is trying to teach us something has a great deal to do with what we will be able to learn in the particular setting. We all know that. The influence of teacher expectations on learning is vividly demonstrated in a new book called Pygmalion in the Classroom. This book reports a study which

Rosenthal, a professor at Harvard, conducted in California. What he and his associates did was administer to a group of student what they said was a special test to identify unusual student abilities. Then, at random, they identified certain students as "late bloomers" and told the teachers the tests had indicated they were especially talented. Actually, the test was just a regular old test but they didn't tell the teachers this. Read this book and see what dramatic progress the students made in their new supportive environment. If we really believed what I've just said about the importance of the personal dimension in the education of human beings we would change our schools drastically.

Here is a list of a dozen dehumanizing practices and conditions in schools which we would try to eliminate in 1969.

1. the marking system and
    a. the illegitimate comparisons it makes,
    b. the pressure it creates,
    c. the failure it produces;

2. overcrowding and resulting
    a. class loads,
    b. easy anonymity,
    c. shallow teacher-pupil relationships;

3. curricular tracking and
    the caste system it fosters;

4. the inflexible and non-variable time schedule and the conformity it demands;

5. the scarcity of curriculum options and the boredom it creates;

6. the grade-level lock-step which ignores what we know about the ways in whichuunique selves develop and
    a. the accompanying imposition of single scope and sequence schemes
    b. the perpetuation of an obsolete "winner and loser" concept of education;

7. testing instead of evaluation and the misuse and misinterpretation of intelligence, achievement and aptitude tests;

8. failure to reflect responsibility for lack of progress achieved by students;

9. the "objectivity" model which prevents meaningful relationships from developing between teachers and kids;

10. the "right answers" syndrome;

11. racial isolation and
    a. the prejudice and discrimination it breeds,
    b. the "defeatist" or "snobbish" self-concepts it nurtures,
    c. the mockery it makes of the American dream;

12. demonstrated distrust instead of demonstrated faith in human beings.

These same dehumanizing elements exist in many of our colleges and universities. If teacher education is to become relevant to the demands of the times, colleges of education must also rid themselves of these dehumanizing features. A college cannot preach one thing and do another.

The quality we need most in our teachers today is professional commitment. I don't think you can produce professional commitment through teacher education programs that are described in terms of so many credits, courses, grades, transcripts, diplomas and certificates. These are mechanical matters that too often become more important than the very people they are intended to serve. The way that I think you produce people with professional commitment is to get them into confrontation situations in the real world of the teacher and challenge them individually and with their peers to act on thinking. This is a scholarly approach to teacher education--developing the ability to identify and use knowledge to make more intelligent educational decision.

The core of our teacher education curriculum should be the most persistent engagement problems that educational personnel confront in their chosen professional roles.

At present, there is a we-they attitude in regard to colleges and school systems. Because of the need for constant re-education of in-service teachers, and new differentiated staffing and career advancement programs which start as soon as a person thinks he wants to teach, our colleges, schools and other community educational agencies must begin to operate as a single system in which the training program for educational personnel is continuous and trainees flow through the different components of the system.

Such collaborative arrangements are also necessary if we are to develop comprehensive changes in American education. It will do little good to change the schools if the colleges stay the same, and vice-a-versa.

We need to develop a new conception of colleges of education. The college should no longer be just a place on a campus. Its arms should extend to the total community. Part of it might be in a community action center in the barrio, part in a Head Start pre-school, part in several innovative elementary and secondary schools or "teaching centers," part in local educational technology industries, part in the pediatrics division of a hospital, part in a correction institution--it ought to exist wherever there are resources for training educational personnel. And key personnel who have demonstrated competence as innovators and trainers in these "centers of interest" should have positions in colleges of education as adjunct and/or conjoint faculty members.

As a result of the opportunity to share ideas at this conference we all have a clearer view of at least one thing we can do tomorrow to improve the situation in our respective schools or colleges. There's not a person here who doesn't feel strongly about needing to do something. We wouldn't be here if we didn't care.

But in addition to knowing (cognitive) and feeling (affective) there's something else we need; that's action (motor behavior). We need to act and we need to act now. In many parts of the country because of our evasion of responsibilities and our unwillingness to change, it is now five minutes to midnite.

We need to move ahead with new programs for Mexican-Americans, and new programs for all children and youth. Let's go back to our respective fields of endeavor and identify at least one or two concerns to which we are willing to commit our professional lives. Together we can produce schools and colleges that are better than any of us could build alone. That's RAINBOW POWER. Let's apply it where it's needed most--in the setting where we work.

RECOMMENDATIONS GROUP ONE
Pre-Service Training and Inter-Institutional Cooperation: Evaluation of Programs and USOE Guidelines

Bro. Victor A. Naegele, S.M.

Recognizing that recommendations from sources external to the sphere of the teacher training schools sometimes have considerable impact, the following all-encompassing recommendation is submitted.

It is recommended that the United States Office of Education provide funds which would enable consultative groups, in cooperation with State Departments of Education and regional Accrediting agencies, to make suggestions for change in teacher training programs according to the following suggested topics.

1. Communication with...
   a) residents of the area to be served by the future teachers
   b) the schools of the area to be served- both elementary and secondary.
   c) all departments of the University
   d) students of the teacher training program

2. In-service training of Educators who train teachers.

3. In-service training of teachers now actively engaged in schools.

4. Competency in a second language for future teachers.

5. Degree of inculcation of cultural sensitivity--including the vernacular language

6. Reformulation of the Philosophy of Education of the teacher training program.

7. Continuous evaluation of the Educational product

8. Structure of the department of Education and its adaptability to its function.

9. Awareness by student teachers of grassroots movements and social problems.

10. Curriculum--formulation of new or social implementation of present curriculum.

11. Positive recruitment of teachers.

12. Cooperative efforts with Junior College educators.

13. Consortium of regional teacher training colleges.

Recommendation for future conferences

It is recommended that any future conference of this nature include:

a) representation from Junior Colleges

b) representation of education from Mexico. It is felt that any true Bilingualism can benefit greatly from the experience of Mexican educators.

Pre-Service Training And Inter-Institutional Cooperation

by

Bro. Victor A. Naegele, S.M.

Director
Office of Mexican-American Studies
St. Mary's University

In attempting to evaluate the Conference on Bilingual Education held in San Antonio, one asks the question: what were the objectives or goals? Although stated in the original proposal, the objectives did not appear in a finalized form prior to or at the occasion of the Conference. Consequently it is difficult to evaluate the Conference which seemed directed especially to Institutions having the least financial resources for initiating new programs.

It was our impression that the Conference was originally intended to initiate change within the Teacher training institutions of Texas. This impression was further established by the preliminary meeting which was held and which individuals from both the Valley and northern sections of Texas attended.

However, the attendance of the Conference itself seemed to be limited to teachers of San Antonio and South Texas with few administrators present from any teacher training institutions local or State. Few policy makers of Texas Education Agency and none from the University of Texas were present even though the newly approved San Antonio Branch of the University of Texas will soon overshadow local institutions. Apparently, the teacher training institutions having greatest representation were local: Incarnate Word College, Our Lady of the Lake, and St.Mary's University.

All of the local institutions are already operating on behalf of bilingual education, especially Our Lady of the Lake and St. Mary's University. Furthermore, the local institutions are basically initiating and operating teacher training programs on behalf of teachers of bilingual children using only institutional resources and existing Federal funds such as student loans and work-study programs.

The direct interaction and participation of some members of the Washington agency seemed confined to the morning general assemblies during which the representatives took the floor to indicate how the participants should think and which direction was to be followed. One received the distinct impression that these representatives were telling the participants what they ought to officially record so that the Washington office might be able to formally indicate the recommendations of the Conference were the "voice of the people." Perhaps the bilingual children could best be served by immediate implementation of the programs which Washington desires rather than expending months and monies upon a Conference which purports to express the "will of the people."

Inasmuch as the Conference seemed oriented to initiate change, to promote adaptability and to advocate relevancy it was disappointing to find that the Washington office sent a speaker for the formal banquet whose talk was so irrelevant to the Conference that the one and one quarter hour speech could have been given to any group of teachers of any grade anywhere at any time. Only once in the hour and a quarter did the speaker refer to the Mexican-American or bilingual child-and that in a superficial manner. Viewing this total negligence by Washington, one finds it difficult to seriously accept Washington exhortations to others to completely reorganize the structure of teacher education.

Inasmuch as teacher training in the San Antonio and South Texas area will shortly (1971 or '72) be dominated by a Texas State institution, the recommendations of group one (Pre-Service Training and Inter-Institutional Cooperation) seem especially relevant. The use and recommendations of objective evaluation groups can be especially effective in promoting change and adaptability.

Past experience indicates that monetary inducements from Washington promote immediate change and adaptability by all groups (except, perhaps, Washington groups which seem to become more bureaucratically structured).

Since Washington financial aid contributes to change and adaptability, the most rapid implementation of desirable programs might be effected in those institutions which have initiated programs using their own meager resources and Federal funds already in existence such as student loans and work-study programs. Teacher training programs such as Texas Excellence at Our Lady of the Lake and Project BEST at St. Mary's University are well planned and could immediately expand with additional financial aid for support of student and for the employment of additional faculty and clerical staff. The programs could thereby by expanded in Fall 1969 without any planning grants or other dilatory action.

Prior to the Conference, the three institutions of Incarnate Word, Our Lady of the Lake and St. Mary's University created a Commission On Cooperation directed by Dr. Sterling Wheeler for the prime purpose of using all resources fully. More cooperative effort has yet to be expanded with the local Junior College.

It is important to note that the list of recommendations of group one of the Conference follow from the concept of an objective consultative group working in cooperation with the State Department of Education and regional accrediting agency (neither present at the conference). The wording of the introductory paragraphs is important for it was the intent of this group to have the cooperative effort in order to make the State department and the accrediting agency aware of the need for change so that such change might be more possible.

RECOMMENDATIONS GROUP TWO

Factors in Alienation: The Schools and the Curriculum

Dr. Manuel Ramirez III

1. The State Board of Education should provide textbooks which will acquaint the Mexican-American child with the history of his ethnic group and with the roles which members of his group played in the history of the Southwest and the United States.

2. Whenever the above mentioned material is not available in textbook form, local school districts should encourage teachers to use other sources. Funds should be provided to cover reproduction costs.

3. Local school districts should be given more flexibility with respect to textbook adoption. This would permit them to select books which are the most relevant for Mexican-American children.

4. Schools should make every effort to employ Mexican-American parents as teacher aides. College professors throughout the Southwest, who are concerned with this problem, should approach representatives of school districts in their geographical area and urge that they apply for teacher aide funds.

5. Counselors should hold "cultural awareness" sessions in those schools where Mexican-American students are interacting with peers of other ethnic groups. The purpose of this session would be to acquaint students with the characteristics of the different ethnic groups, and to discuss possible conflicts which may arise because of misunderstandings.

6. The Education Service Centers should develop a program for teaching Spanish to teachers who are currently working with Mexican-American children.

7. Teacher training institutions in the state should establish institutes or centers near school districts with large Mexican-American student populations. Professors could, then come to these centers to work with teachers and teacher trainees.

8. Since failure experiences are most damaging in the first years of school, an elementary program which provides maximum interest, encouragement and success should be based on the languages and learning experiences which the child brings with him to school.

9. The State Board of Education should be asked to make a statement of policy to the effect that the schools should not be agencies of acculturation (ie.,that the linguistic and cultural background which the child brings with him to school will be respected and reinforced).

10. Television and radio programs which feature Mexican-Americans who have achieved success through education, provide a powerful motivating force for Mexican-American children. For this reason radio and TV stations in Texas should be encouraged to follow the example of KENS and KSAT in San Antonio.

The Schools and Alienation of the Mexican-American Student

by

Dr. Manuel Ramirez III

Assistant Professor of Psychology
Rice University
Houston, Texas

To address oneself to the topic of Mexican-American student alienation seems, on the surface, a repetitive and wasteful effort. Scholars and educators have been calling our attention to this problem for the past thirty years, yet there has been little corrective action. These, however, are different times. The Mexican-American Civil Rights Movement, which many believed would never come, is now upon us. The recent events in schools of Los Angeles, Edcouch-Elsa and Kingsville indicate that our young people are finally acting out the unhappiness and frustration which for so long they had borne in silence. Concomitant with the beginning of the Civil Rights Movement, has been the fact, that Mexican-Americans seem to have finally tapped the conscience of the country. For the Mexican-American, then, the Zeitgeist is at long last here. The following ideas, therefore, are presented in the hope that today, in contrast to the past, people are ready to act; that they are willing to make changes in themselves and in institutions within society which will benefit those who have been excluded and ignored for so long.

It is unnecessary to quote the astronomically high dropout rates for Mexican-American students in Texas and other states in the Southwest, most of the readers of this paper will be well acquainted with these. Suffice it to say that dropping out is the most obvious and damaging symptom of alienation. It is necessary, however, to identify those aspects of the educational system with which the Mexican-American student is unhappy.

There has been studies which have provided some very interesting data in this area. A survey in some schools in the Los Angeles area by Demos, 1964, revealed that Mexican-American students expressed attitudes toward education which were more unfavorable than those expressed by a comparable group of Anglo-Americans. Specifically, Mexican-Americans expressed unfavorable views on the following issues: (1) importance of an elementary education, (2) staff concern about students, (3) desirability of dropping out of school, (4) desirability of belonging to a gang and (5) importance of regular attendance. A more recent study by Ramirez and Taylor, in two schools in Sacramento, replicated some of Demos results and identified additional aspects of the school system with which Mexican-American students were dissatisfied. Students indicated that teachers did not understand their problems, that it was hard to take orders from a woman, and that they should be permitted to speak Spanish in school. Although the results of these two studies are rather meager, they do, nevertheless, provide hard data relevant to Mexican-American student alienation and identify those characteristics of present educational system which are contributing to it.

Writers who have concerned themselves with the alienation problem in the Mexican-American have frequently referred to lowered self-esteem and self-rejection as consequences of alienation. My colleagues and I have found evidence which supports this claim. We have used several psychological instruments to obtain this data. One of our most effective methods has been a projective technique which is a variation of the Thematic Appreception Test. It consists of ten picture cards (pictures show students, parents, and teacher interacting in settings which have some relevance to education, i.e., a school room, a play ground, etc.) to which the child tells stories. The results we have obtained indicate the Mexican-American students feel insecure, fearful of failure and tend to perceive teachers as punitive. These findings have been reinforced by the results we have obtained with the Child Manifest Anxiety Scale. Not only are Mexican-American students more anxious than Anglo students, but they are also very fearful of criticism. The results we have obtained with respect to self image, then are clearly indicative of insecurity, undertainty, and tension.

A discussion of the consequences of alienation must end with a consideration of the causes. Here again our psychological measuring instruments have been invaluable, particularly our story telling technique. Themes of stories told by Mexican-American students support the "culture clash hypothesis" as one of the most prevalent causes of alienation, that is, interpersonal conflicts between students and teachers, students and parents, and student with their Anglo peers are a consequence of differences between the Mexican-American and Anglo cultures, for example, the student who cannot refrain from speaking Spanish in school, because of the loyalty which he feels he owes to his ethnic groups, and the teacher who believes that to speak Spanish is unAmerican. Parent-student conflicts occur when the Mexican-American adolescents demand the same freedoms which are enjoyed by their Anglo peers, and parents are unwilling to accomodate them, because they feel that too much leniency will result in their childrens' disrespect and will make the family the object of criticism and ridicule in the barrio. Conflict between students can occur when Anglos interpret the Mexican-American adolescent's subservience to and respect for his parents and other adults as weakness and dependency. Many interpersonal clashes, then, which occur in school, involve misinterpretations of behavior due to a lack of knowledge about culture.

Another cause of alienation is the curriculum. Most of the instructional materials used in schools are neither interesting nor relevant to the Mexican-American culture, thus the child cannot make use of the experiences which he has had in the barrio. There are few bilingual programs in operation in the Southwest and most of these use "textbook"

2

Spanish which in many cases is as unfamiliar to the Mexican-American child as is English. In addition most of these programs use the same irrelevant curriculum, merely translating it into Spanish, as if this were to magically render it more effective. The educational process doesn't utilize the learning style which the Mexican-American child has already developed; it bypasses it, and attempts to impose a new one. The approach of the teacher is often radically different to that of the past teachers (i.e.,parents) of the Mexican-American child. In addition, techniques used to motivate him are not those with which he is familiar, neither are the rewards used in schools. There is little recognition, then, that by the time the child comes to school he has already had many experiences with learning and has developed a style of learning including development of preferences for different rewards and motivational techniques.

The curriculum and educational techniques presently employed by the schools, then, produce an identity crisis in the Mexican-American student; they widen the gap between the culture of his parents and that of his teachers; they force him to make a choice which can only result in frustration and despair.

Alienation is also engendered by the fact that morale of teachers in schools with large Mexican-American populations is sometimes low. Within the system, teachers in barrio schools have very little status. Dissatisfaction in teachers is perceived by students who then behave accordingly.

Alienation of the student also occurs through alienation of his parents. Most contacts which Mexican-American parents have had with school personnel have been in connection with some unpleasant subject such as their child's poor performance in school. Mexican-American parents who have attended PTA meetings or other school functions have felt ill at ease, because these were not conducted in Spanish and/or the people in charge were insensitive to their system of values. The child senses the discomfort and alienation of his parents toward the school, even though feelings may never be verbalized.

This by no means exhausts the causes of alienation, but it does provide us with a start towards developing corrective measures. There is need to develop an educational program which builds on the interests and experiences of Mexican-American children. Experts in the disciplines of Psychology, Education, Sociology and Anthropology should be brought together to develop this program. It must utilize cultural and historical materials to capture the interest of the Mexican-American child and to support his identity with his ethnic group. It must be bilingual, but should initially use whatever dialect of Spanish the Mexican-American child is most familiar with. It must teach Spanish to the teachers and sensitize them to the Mexican-American culture. It should give the teachers a spirit of accomplishment and enthusiasm which only comes with innovation.

Mexican-American parents must be involved in the educational process. School districts should seek funds to train parents as teacher aides, but more important than this, schools must acquaint parents with the curriculum so that they in turn might help their children with their school work.

Mexican-American parents have frequently reported to me that they feel very badly about not being able to help their children with school assignments. Helping the Mexican-American parent to help their children will improve relationships between parent and school help to narrow the gap between the values of the home and those of the school. Schools should also hire Mexican-Americans who have had experience in community organizations to solicit parental opinion and to employ new techniques to encourage parents to visit the schools and participate in the educational process. The effect of parental involvement in overcoming Mexican-American student alienation cannot be emphasized enough; our studies show that when parents take an interest in the child's education, motivation to achieve improves significantly. It must be emphasized, however, that parent participation can only be insured when schools are no longer viewed as a threat to the values of the Mexican-American culture.

In-service and pre-service institutes should be established in the barrios. Here student teachers could become acquainted with the characteristics of the Mexican-American culture by engaging in participant observation. This would also provide them with an excellent opportunity for learning Spanish. College personnel and other outside consultants could teach seminars and chair group sessions on various topics relating to education of Mexican-American children.

There are other possible corrective measures which are less ambitious than those mentioned above. Historical documents and other materials which provide evidence of the contributions of Spanish speaking people to the history of the United States should be used in the schools. Teachers in several schools in the Southwest are already using these materials to supplement textbooks, but they frequently do not have funds available for reproducing library materials. School districts could draw up proposals to obtain these funds.

School districts could also prepare proposals to seek funds for providing instruction in conversational Spanish for teachers working schools with large Mexican-American student populations. Along with classroom instruction there should be provision for teachers to practice speaking the language by visiting parents of students (initially they could be accompanied by Mexican-American aides who are familiar with the neighborhood). These visits would not only have the effect of helping the teacher to learn the Spanish dialect used in the community in which she is teaching, but also improve relationships between the school and the home.

Funds should also be sought to hire behavioral scientists who have expertise in group dynamics for the purpose of holding cultural awareness sessions in schools where Mexican-American students are interacting with peers of other ethnic groups. The situation in which Mexican-American, Anglo-American and black students in the same school become segregated from each other and eventually come into open conflict is, unfortunately, all too common. The group dynamics specialists, could, then, evaluate the total school environment and propose corrective measures which would lead to better understanding and relations between members of the different ethnic groups.

In conclusion, it seems that two observations can be made regarding the events of the past few years--it can be said that our way of life is disintegrating that our society is sick, that we must suppress the voices that identify the problems around us; it can also be said, however, that we are living in very exciting and dynamic times, that we have acquired valuable insights into our problems, that people and institutions are now more willing to change than ever before, that we can participate in the creation of a new more effective social order.

In-Service Training:
The Placement, Development and Retention of Bilingual Teachers

by

Josue M. Gonzalez

Director
Bilingual Demonstration and Dissemination Center
San Antonio Independent School District

58/59

RECOMMENDATIONS

General:

The number of bilingual programs presently in operation and the variations and differences which exist in them insofar as objectives, approaches, and overall implementations are concerned make it difficult to standardize a teacher training program which would fit all of them. Nevertheless it seems necessary to have some general guidelines for the preparation of teachers which could possibly be built into the statewide design for bilingual education soon forthcoming from the Texas Education Agency.

It would seem appropriate perhaps to organize a teacher training advisory group which would make specific recommendations to the Agency about the basic training needs which might be included in such a design. These specific recommendations would take into consideration some of the realities that presently exist and would strive to work around them. For example, it is believed that there will not be enough bilingual teachers in Texas to take and place one in every classroom. Efforts should be made then to improve the competencies of those Spanish-speaking teachers in the state and also to raise the level of proficiency of those teachers who have some knowledge of Spanish through a comprehensive training program.

RECRUITMENT:

1. The degrees of bilingualism which a teacher might possess should be looked at in a positive rather than a negative way. In other words varying proficiency levels of teachers should be accepted and respected and also improved through a teacher training program.

2. Information dissemination efforts should be carried out in the colleges and departments of education to encourage juniors and seniors who are about to go into the field to enter in the field of bilingual education.

3. Contacts should be made with the colleges and universities to encourage them to implement high intensity language programs to better prepare their future teachers to teach in bilingual programs.

4. Efforts could be carried out to retrain bilingual professionals to enter the field of bilingual teaching.

5. The use of para-professionals or teacher aides in bilingual education should be accelerated and improved. Insofar as possible para-professionals should be put on career ladder arrangements so that they might continue receiving formal training and eventually be certified and earn a degree in teaching.

6. Local districts should make arrangements with TEA to provide for more flexibility in cases where floating teachers might be used in bilingual programs. Present ADA requirements make it difficult to assign teachers as floating teachers in a bilingual program.

7. Insofar as possible parents from the Mexican-American community should be utilized as para-professionals in the classroom and also used in planning, particularly in those areas of the program dealing with intercultural considerations.

RETENTION:

The recommendations of the group as far as retention is concerned centered around two areas: one was the concept of differentiated staffing procedures to more fully utilize the resources available within the faculty; another was the idea of adequate compensation for skills which are required of a teacher in a bilingual program over and above those which are required of a teacher in a monolingual teaching situation. It was agreed that teachers must undergo special training for bilingual teaching and therefore bring to their classrooms certain knowledge and experience which should be recognized and rewarded. The concept of differentiated staffing would allow for the use of teachers with special training and expertise to function as leadership people for their colleagues. Many school districts do not now have provisions for this type of person who could well be called a "specialist" and who might function both in her own classroom and also render assistance to other teachers who do not have the training or experience that she herself does. Also in the area of retention the group felt that teachers would be more motivated to remain at a job and to contribute to their fullest capacity if they were also involved in the planning of programs and if their ideas were carefully considered before policy decisions about programs were made. Basically the same thing was said of teachers that is being said of the community; involvement and participation brings about increased commitment and enthusiasm.

IN-SERVICE TRAINING:

The discussion on in-service training began by a consideration of the fact that to date school districts depend on colleges and universities for in-service training of their teachers. A question was raised as to the extent of participation of the programs. The group felt that teachers should have or should be given more voice in what their in-service training programs should be and that the teachers themselves should conduct these programs. The utilization of outside resources specialists and consultants should be continued, but the greater responsibility could be placed in the hands of the teachers who are expecting to benefit from such instruction.

The participants also felt that summer training institutes, EPDA and others, were inadequate in number as well as in content. They felt that to a large degree the content of these institutes were based on linguistics whereas the real needs of these teachers can be met only with a more comprehensive orientation.

They felt that such training should also include the sociology and history of the population group that they are serving. They felt that the institutes could be better coordinated with what is actually done in the classrooms of the area from which the participants are drawn, that the localization of institutes could produce more practicable solutions. In other words, institutes should be built around on-going programs in the region rather than being open to participants from throughout the country as so many times has been the case. The group felt that institutes and workshops should make provisions for extensive practicum experiences for teacher in the particular methods and techniques they are expected to implement the following September. They felt that some of these kinds of things could also be done in in-service courses that could be offered by colleges and universities on an extension basis, in the evenings or on Saturday mornings. The group reacted very favorably to the ideas expressed by Dr. Corrigan about the concept of adjunct faculties on college and university staffs who would be available for work outside of the campus. They felt that these adjunct faculty members should be people who have themselves been involved in bilingual programs and who can speak from practical experience on particular problems.

Again on the subject of summer institutes and workshops, and related to the involvement and participation idea, the group felt that closer cooperation in planning is absolutely essential and perhaps colleges and universities might consider having workshops and institutes that better fit the summer schedules of teachers that they are serving. Given the fact that many elementary teachers are mothers and housewives, institutes should be planned in such a way that they do not cause any undue disruption on the summer family life of teachers. The participants also demonstrated that some summer institutes are often limited to a certain number of participants. It was realized that there is only a certain amount of money available to pay stipends for participating teachers, but the feeling was that some effort should be made to open institutes to other persons who might not receive stipends but who would be willing to participate and even pay tuition and expenses themselves in order to benefit from this instruction. The payment of stipends was considered essential both in summer institutes and workshops and also in in-service programs which require teachers to remain for extended periods of time after school or to attend on Saturdays.

Once again the matter of content of these programs arose and the teachers again emphasized the need to have subjects included in these workshop institutes in addition to linguistics and language teaching techniques. The group reiterated its consensus that teachers should be actively involved in planning the content. Once again the remarks of Dr. Corrigan were mentioned and note was made of the fact that his investigations into the nature of what constitutes good teaching in urban schools revealed that characteristics of good teachers did not necessarily deal with methodology or knowledge of subject matter. His points on expectations of teachers toward their students, on enthusiasm and respect, and on the humanness of an effective teacher were well received. The participants of the group were most emphatic about seeking ways through which these recommendations can be built into teacher training programs.

The Community and Programs for Bilingual Students: Administrative, and Political Implementation

by

Dr. James A. Forester

Executive Director
Character Education Project

66/67

RECOMMENDATIONS GROUP FOUR

To assure sound and worthwhile outcomes from the group session having to do with the community and bilingual programs, the following questions were deemed necessary:

1. What community barriers exist to implementing bilingual education programs? What kinds of bilingual programs meet the most resistance?

2. What are the community characteristics where bilingual programs have been slow to root? What factors seem to promote community acceptance?

3. What can educational leaders do to further the implementation of bilingual programs?

4. Should the state organization of school boards have a part in this?

5. What legislation is required to legitimize and encourage bilingual education?

Not all of these questions could be answered during this conference nor could they be discussed in depth. However, it is felt that the objectives of this committee meeting were met, as reflected in the committee's recommendations. The main objectives were to make specific recommendations and commitments for the improvement of the community and to give direction for the implementation of programs for bilingual pupils.

BARRIERS DO EXIST

Barriers do exist within a given community and within the apparent power structure which slows progress in bilingual education. Within the school structure, the administration is often the barrier. We have found from experience with bilingual programs that some of the school personnel have attitudes which are detrimental to the implementation of bilingual programs. This attitude is quite often evident in regard to any kind of change from the current practice or from tradition. Sociologists point to the fact that there are different types of communities and different types of school systems. For our purpose we might well classify them according to the extent to which they seek and implement change. There are some school systems that are identified as "early innovators." These are the schools that very quickly see the possibility in different types of activities for improving the educational program. There are other school systems that are referred to as "late-adopters," which never make changes unless the changes have become established practice elsewhere.

It is not only the schools that tend to change slowly, but there appears to be reluctance, on the part of other established community agents and the people within a given community, to move into a bilingual education program. Why? Tradition? Fear? Misunderstanding? While the attitude and the viewpoint of many business and educational personnel are changing this may not be related to the community population. It is not unusual for parents who have gone through the educational system in past years and who have themselves experienced failure in school and in life because of their inability to speak English to be reluctant to accept a bilingual education program. They have also been told for many years that one of the reasons they do not achieve a social and economic upward mobility is that they have never been able to thoroughly master the English language.

Educators have insisted that the speaking of Spanish interferes with the acquisition of a second language, namely English. Now, early innovators are looking at research findings and are convinced that this concept is erroneous.

Obviously Mexican-American parents do not want for their children the types of social and economic problems that they have been experiencing. The school may change the attitude of the parents, especially since the schools have had a history of emphatically stressing "English only". Evidence must be available and communicated to the parents that teaching Spanish is worthwhile and that incorporated into a bilingual education program it is also a very strong approach to the teaching of English as a second language.

LET US GO ON RECORD

The group participants identified the barriers that they felt exist in the community which tend to make the implementation of bilingual education programs difficult, if not impossible. The lack of good communication might well be the real barrier. Concern was expressed that the recommendations made at such a conference merely would be filed at the conference headquarters or in the United States Office of Education. The participants go on record and stand behind the recommendations that follow:

RECOMMENDATIONS

The recommendations which have been grouped under three major headings are not listed in order of importance and, for emphasis, may be overlapping in concept and contest.

Area I: COMMUNICATION

1. Leaders in a given community should arrange meetings with members of the local school board to obtain their interest, understanding,

sanction, and approval of Bilingual Education. They must seek the necessary financial support and a commitment to implement such educational programs.

2. School district personnel should establish a communication system between school and home using the language of the community.

3. Organize a statewide information "giving" program on the need, importance and feasibility of Bilingual education programs.

4. A "journal" on bilingual education should be established as a communication system which would serve as a link between the people and organizations.

5. The proceedings and recommendations made at this conference should be written in Spanish and English and that this information be sent to the following organizations:

   Association of School Board Members
   Texas Education Agency
   State Board of Education
   The State Advisory Board on Bilingual Ed.
   College and University Personnel
   Superintendents of Schools
   Education Service Centers
   Professional Organizations:
      Elementary Principals
      Secondary Principals
      Administrators
      Classroom Teachers Association
      National Education Association
      Texas State Teachers Association
   United States Office of Education
   State and Local Parent-Teacher Associations
   City Government Officials
   Conference Participants

It was further recommended that the results be used via Television, radio, and the news media to attempt to inform the general public.

COMMENTS:

The discussion which lead to the recommendation just stated pointed out the difficulty of parents actually having the opportunity to discuss matters with the school boards. It was stated that too often the school administration stopped such a procedure. It was also pointed out that these community leaders should secure the aid of an already established organization in presenting information to the local school board members.

Discussion clearly indicated that the major means of communication between the home and the school was the "grade card" and that this told little as far as a parent is concerned. It was also pointed out that a very small number of parents attended and participated in Parent-Teacher Association meetings. This was largely due to the language used.

One way to inform the public is through a newspaper, magazine, or newsletter. Total support and understanding of bilingual education is vital to the success of the total program.

Area II: EDUCATION

6. Administrators, supervisory personnel, and teachers should become more knowledgeable in the area of Bilingual Education. They should assume the responsibility to support the program, inform the community, and aid in the implementation of such programs. It was clearly pointed out that one of the main barriers is the lack of knowledge on the part of the professional staff regarding bilingual education. In-Service education must be provided and college teacher training improved to assure success in bilingual programs.

7. School district personnel should involve parents in their total school planning. Members of the group expressed the need for parents to be involved in the school program planning for better understanding by parents and professional personnel. It was made clear that they did not expect to "run" the schools nor to make curriculum decisions. They wanted to be aware of needs and have the opportunity to express their desires.

8. Emphasis must be placed upon the need for Teacher Education programs to prepare teachers for bilingual education programs. The need for bilingual teachers was brought to the attention of the group. The need for special programs was identified and it suggested that the United States Office of Education relate more closely to the Institutions of Higher learning--long range programs should be established through Federal funds.

Area III: IMPLEMENTATION

9. School district policies must be changed to reflect the change in attitude toward bilingual education.
School policies often reflect the demand that only English be used on the school grounds and in the classrooms. In some cases policies demand punishment for the speaking of Spanish.

10. Parents must be encouraged to participate in political affairs within the community. It was pointed out that the number of qualified voters participating in the election of school board members, bond elections, etc., was significantly low. Intelligent participation must be brought about through such civic organizations as might be found within a community. Participating parents pointed out that they did not know how to go about becoming informed or how to bring

about action and change within their own community. They were particularly interested in how to work within the school structure.

11. Civic organizations should become involved in the needs of the people as regards education.

12. The professional educator must begin bringing the needs of the people in regard to bilingual education to their respective professional organizations.

13. School district officials should be encouraged to hire Mexican-American people to explain school policies to the Spanish speaking population.

14. The administration must be more careful in the hiring and in the placing of teachers in classrooms with bilingual children. Brought to the attention of the group was the necessity of placing teachers with the right attitude with the bilingual child. Too often he was ridiculed, pressured, or just treated indifferently by the teacher who did not understand him. Where there are teachers who are fluent in both languages we should provide an aide.

15. Professional, civic, and other organizations must go on record favoring and approving bilingual education.

16. Teacher aides should become an integral part of the staff to strengthen the bilingual instructional program.

17. A Handbook for organizing parent groups for community action programs was recommended to better enable them to become more effective participants.

Involving Mexican-American Professionals and Barrio Representatives in Program Design and Implementation: The Need for Responsiveness at the Local Level

by

Mr. Gil Murillo

Consultant
Mexican-American Unity Council

76/77

RECOMMENDATIONS GROUP FIVE

1. A commitment was made by the San Antonio Independent School District administrators to set up future meetings by San Antonio members of group five and themselves.

2. Inter-Valley administrators from the Pharr-San Juan District and the VISTA supervisors committed themselves to communicate with each other. This would be for the purpose of informing school administrators to visit barrio groups and solicit suggestions from them about implementing bilingual-bicultural education programs.

3. A school official from the Edgewood District and a SANYO group from that district committed themselves to communicate with each other for the purpose of supporting and interpreting to the barrio goals of bilingual-bicultural education.

4. There is a need for viable barrio groups supporting and interpreting goals of bilingual-bicultural education. Therefore, the school districts should commit themselves to develop this objective by
   a) assigning school teachers to do this kind of organizing
   b) assign paraprofessionals to do this
   c) to work with existing barrio organizations.

Implied in the above are many complex problems of organizing ethnic groups who may also be poor. One major problem in the split in the barrios between people who bear deep feelings of being dealt numerous injustices, and another type of people who believe the difficulty lies in the barrio people's not taking advantage of existing opportunities.

To resolve these complex organizing problems it is suggested that school staff work with knowledgeable barrio people whether they be the youth, the militants, church people, etc.

5. Local schools should adopt an open door policy. That is, not only should the school administrator's door be always open but the schools' playground and meeting rooms should be open for the use of community groups as well. The neighborhood people in turn make only reasonable requests, for example, they should not expect to consume liquor on the school premises or to use the school for political rallies. Terms of use of the facility should be negotiated between school and neighborhood.

6. There should be an intensive in-service training program for school staff centering around minority groups. These groups would be structured to develop positive identification with the goals of bilingual-bicultural education.

7. School districts and/or local schools and colleges should have advisory committees made up of barrio people who are selected by barrio people, that would offer suggestions and recommendations to increase communications between school staff and barrio. Their advisory board could also serve as a grievance committee and mediate complaints by barrio parents about school staff.

8. Mexican-Americans should be allowed every conceivable opportunity to go to college and become school teachers. This requires an expansion of existing programs such as Project Teacher Excellence, and the creation of new programs.

Most of the discussion on the question of barrio participation, which took place at the San Antonio Conference on Bilingual Education, rarely focused on the central issues. Instead the two sessions, lasting a total of four hours, were filled with parallel conversations that illustrated the inadequate communication between the schools and Mexican-American parents:

---A school administrator spoke of the duly constituted nature of his school board, reminding the rest of the group that he was but a servant of the Board's policies. Should the citizenry be dissatisfied with the Board's decisions, he further pointed out, then it is up to the citizenry to elect others who will more ably represent their interests.

---An articulate neighborhood resident explained she really didn't know what this talk of "barrio" (a Mexican-American neighborhood) was all about; anyway it wasn't real important to her and her family. Warming up to her position, she went on to ably defend the idea that "learning to speak and write Spanish isn't that important for our kids, they'll have to speak good English to get good jobs." As far as the talk about participation by parents in the District schools: "There are PTA groups, you know: she concluded.

---Another Mexican-American woman spoke in faltering English. She discussed her nagging worries about where to get the dimes, quarters and dollars that her children demanded for tablets, lunches and gym shorts. She told of her own experience in school, of how bad it felt to be poor, the way the teachers looked down their noses at her, and finally about how she left school at 15 to get married.

--A young man representing a militant Mexican-American organization spoke in ways that excited and interested most barrio representatives. He talked about "dead wood" teachers on the West Side who are either too old or too inexperienced to teach at Anglo schools. He pointed out that even though 58.2% of the school population in the SAISD are Mexican-American only 10% of the teachers have Spanish surnames, a mere handful of whom have supervisory or administrative jobs. Throughout the discussion his angry voice underlined his basic point: The school system is a miserable failure in its efforts to educate the Mexican-American. A jolting encounter, that hinted at the central issues, occurred when a school administrator accepted the militant's criticism and then went on to point out ways and programs that would get at the problems. The militant responded: "Why has it taken the district fifty years to get serious about the problem? Do you realize the waste and suffering that you have caused."

The ambivalence that the discussion group had towards the idea of barrio participation and bilingual education seemed to reflect the conflicting nature of underlying problems. Frankly stated, bilingual education threatens the identification with the dominant group that some socially mobile Meixcan-Americans maintain. This group of Mexican-American pupils and parents have a deep commitment to Anglo middle class values and goals. To ask them to shed this by reidentifying with Spanish and their Mexican heritage is asking, in many cases, too much. In the barrio, even though this aspiring group is small (they are called "agrindados"), they are very articulate and close to local school officials. These mobility oriented Mexiican-Americans are supported by many professionals who strongly believe that being "true American" and advocating a foreign language are incompatible. These are the ones who seem to accept the idea of barrio participation intellectually,while immediately qualifying participation with appropriately and the right for all to share in decision making with "but there are exceptions." These same professionals dimly, if not explicitly, realize that to accept the concept of bilingual education for their Mexican-American students is to admit grave failure on their part over many years through the use of traditional materials and methods and an implicit "melting pot" philosophy. Finally, the feelings expressed by barrio people were feelings of hurt, resentment, and distrust towards the school and its staff. When a neighborhood school is not an island isolated from the barrio, we were told, it is because of demonstrated service and sensitivity of its principal and staff to neighborhood people and their concerns.

The Issues

In the light of these unresolved conflicts the issue of bilingual education and barrio participation seems to be this; How does the established educational leadership direct and encourage citizen involvement which ultimately will direct itself against that same sponsoring leadership and/or its outmoded curriculum and programs? Or, looking at it from another view: How, and by whom, can the barrios be organized, supported, and strengthened to act on their own behalf in the matter of quality education and not become an instrument of the school system?

At the very outset it should be understood that complete and full commitment to bilingual education attains many basic goals of the present Mexican-American social movement which began as a nationalistic response to Anglo domination and exploitation. "La Raza Unida" movement is directed toward social justice and social power for Mexican-Americans, based on cultural diversity. It is a dynamic thrust aiming less at defending the rights of

Mexican-Americans than at establishing the right for all Mexican-Americans to take an active part as Mexican-Americans in determining and implementing accelerated social change in the Southwest.

The logic that bilingual education could well be a partner to the movement rests on the fact that bilingual-bicultural pilot projects have demonstrated marked successes among the Mexican-American youth. If the bilingual curriculum is continued and expanded, the educational achievement level of the Mexican-American (now at the 6th grade level) will be pushed higher and higher. Should this occur, then as surely as group height is directly related to group weight, higher educational achievement among Mexican-Americans will result in higher economic levels, more skilled occupational positions, higher membership rates in unions and other self interest voluntary associations, greater political activity in voting and running for office, etc. In brief, as the quality and quantity of the Mexican-American education increases, so will the group's political and economic power become a force to be reckoned with. Institutional representatives in the Southwest with a tremendously large and growing Mexican-American student population face an awesome dilemma: Keep the Mexican-American at his primitive level* and thus waste his potential contribution to civic participation and to a work force characterized by a widespread shortage of both professional and skilled occupational positions, or aid and abet his efforts to achieve equality and freedom through full participation in our educational institutions, realizing that active participation in the educational process ultimately means sharing the power to make policy and administrative decisions for either the allocation or the reorganization of educational resources. The acceptance of the latter alternative implies a willingness by educators to tolerate the kinds of tensions and social disharmony that accompany the

*Average income $3500, average educational level 6.3 vs. the respective national levels of 11.2 and $7500.

actual sharing or seizing of power in any social structure or society, and the need for specific planning and programs to minimize the intergroup conflict between Mexican-American activists and institutional representatives.

What I am addressing myself to is the notion that many Mexican-Americans now recognize that their group is caught in the cycle of poverty. For many years the leaders of the group have voiced the notion that education is the answer. But now after decades of trial and error, and after learning the lessons of the civil rights revolution of the sixties, the Mexican-American is finally coming to grips with his most significant problem: his need to develop social power.

Some have learned that the price of rising out of poverty through academic achievement is to become overly conforming and trapped by our merchant's culture. For this kind of Mexican-American the cost is loss of identity. He becomes a wandering marginal man, never fully accepted by the dominant Anglo group, half rejected by his own group. Fortunately, the trend today is for the "college boy" Mexican to use his talents and leadership skills in behalf of the barrios.

It is this type of Mexican-American who is talking about Brown Power. And at this point, because of the nature ofthe barrio, there is an enthusiastic and growing support of the notion of "barrio control" as an important lever of Brown Power. Barrio control rests on the make-up of many barrios throughout the Southwest. These neighborhoods are identifiable areas that have housed the same families for many years. Within these neighborhoods are numerous interdependent extended families and friendship networks. Even though there are running fueds among some of the kinship groups, organizers find that the combination of past loyalties and a common danger quickly serves to unite the neighborhood.

Mexican-American organizers have seized upon this knowledge and have come to realize how potent a force it is. What it seems to capitalize on is the strong mutual aid system of the barrios that is ever at work in the face of unbelievable survival problems. The emerging idea of barrio control is that the neighborhood has common grievances that can be resolved only by making local institutions accountable to them, the people whom the institutional representatives are supposed to serve. Power thus is translated into having control over decisions that directly affect the neighborhood. In San Antonio it is the shadow of Model Cities that is popularizing the concept of barrio control Elsewhere in the Southwest the Mexican-American is in the process of sorting out the various levels and kinds of social power that will make the Anglo leadership respond. Convinced that if they have power all the rest of what they need will follow, the Mexican-American group is in the midst of deciding what particular kind is most suited for them. At this point, a good guess is that it will take two forms. The older Mexican-American will choose the goal of economic power in the form of economic co-operatives, while the barrio youth will choose direct social action techniques. Needless to say these direct social action techniq s could easily be turned into physical violence and riots. It should be added we have already experie e minor but serious disorders here in San Antonio th year (1969) during Fiesta Week. That outburst of Mexican and Negro youth on downtown San Antonio streets put quite a damper on Fiesta Week activiti . Denver and Los Angeles are other explosive Southwest cities.

It seems obvious that any outside help such as bilingual education planning must take "La Raza Unida" movement into account. The movement's priorities, goals, and methods can be summarized this way: The power to achieve social change and justice must come upwards from the barrios.

Power is the control over decision, and social change is the continuous process of redistributing power within social systems. Related to the Mexican-American social movement, the value and goal of bilingual education becomes one (and only one) means of quality education. Quality education in turn is a lever for more equitable distribution of social power.

Some Solutions

Once we accept the meaning of the movement and its emphasis on controlling decisions, it becomes easier to sort out various levels of decision-making. It also becomes possible to make recommendations for barrio participation. The specific proposals and recommendations which follow are intimately related to the movement's values and goals. They also flow from the reccommendations of the group discussants.

Here are two ways in which barrio residents could become involved in bilingual-bicultural education while minimizing the disruptive consequences of institutional change.

1. As Employees. Through the 1964 anti-poverty legislation, a new trend was intiated in contrast to previous policies of services provided by workers from the upper middle class, highly mobile, better-educated segment of society. Beginning in 1964 people from the low income groups have been recruited and trained, and are now employees of various public and private agencies such as the community action agency, school districts, and welfare offices. As employees of school districts, barrio residents would come to understand, appreciate and support the goals of bilingual education. This would be done first in the classroom and then in the surrounding neighborhood. To establish these jobs various vital components must be welded together

to avoid the pitfalls commonly experienced in New Careers programs within the field of education. Essentially this means the barrio person must be provided with an entry position that he can master immediately. These entry positions must be complete with training programs so that the trainee may advance to a level of greater responsibility and a higher salary rate. Funds are available to school systems through OEO, MDTA, Title I of ESEA, the Nelson-Scheuer amendment to the Poverty Act, and the Javits-Kennedy Act for Impacted Areas, all of which provide Federal funds for the employment of low income persons who lack the traditional certification for education. However, either because of limited funding or because of lack of faith in the concept of New Careers, very few school districts in this area have developed New Careers slots.

The second type of barrio candidate that could be recruited into the school district would be those low income Mexican-Americans who have highly identified with the goals of education and who have the capacity to become professional teachers. A danger here is that often these individuals gain their middle class values at a heavy price, namely, by rejecting their own Mexican heritage and by indiscriminate acceptance of an "Americanized" identification. At the other extreme are those who see bilingual education as the panacea for resolving all of the Mexican-American's inequalities. The most immediate and practicial way to recruit barrio youth is by expanding the so-called "GI Bill" to include sons and daughters of veterans. In effect this could provide Mexican-American youth with public education through the college level. Those choosing to specialize in the field of education would be given special incentives. It should also be added that there is a shortage of some 8,000 bilingual teachers presently (1969) in Texas school systems.

2. As members of advisory groups and policy decision making boards -- neighborhood people should be selected to serve on advisory groups and policy decision making boards responsible for the implementing and evaluating of the bilingual-bicultural curriculum. The particular mechanisms for determining the type of boards, the area to which they are responsible, and many other questions, must be decided on by the central authority. However, the following principles should be maintained:

   a. Local boards should be elected by parents and school staff from among their own members. Barrio people must form the majority of the board.
   b. Training courses in bilingual-bicultural methods and administration should be established for newly elected local board members.
   c. A system of compensation should be set-up so board members could take time off as needed from their regular jobs, hire baby sitters, or arrange transportation.
   d. Technical consultants in bilingual-bicultural education, such as psychologists, linguists, or administrative experts, should be provided by the central educational authority.
   e. A local board must work toward an evaluation system in order to determine how their decisions, good or bad, are working out in practice.
   f. Finally, from the very beginning the power of the board should be carefully and clearly specified and limited. No group should be deluded into believing that it has unlimited authority; however, the local board must know what procedure may be followed if they have important grievances.

A Final Recommendation

The third and final recommendation was only hinted at by the group discussants. Nevertheless it involves another fact of social reality that must be taken into account. This reality revolves around the existance of viable militant and independent barrio groups who see school staff and school districts as an enemy to be eliminated. To these militants, the crucial issue is the quality of public institutions and their relevance to local needs. The cost of winning over these groups is high, but once they identify with the goals of bilingual education their influence in breaking down barrio barriers is tremendous. For that reason organizations, independent from school systems, should be given training grants to support and provide technical assistance to these groups. The strategy here is to begin negotiating around common goals and interests between local schools and local pressure groups who have never really communicated and who, up to now, have no desire to do so. Until this begins, there can be little hope for reconciliation between the contending forces.

Approaches to the Education of Mexican-American Target Populations: Alternatives to Bilingual Teaching

by

Mr. Lee Venzor

Director
Parent Involvement Program
Good Samaritan Center

The Home

A basic cause for the Mexican-American failure in school is in great part a lack of a proper orientation of the parents toward school. This involves their potential contribution to the educational process in supportive, auxiliary and cooperative roles. The parents of minority group homes fail to assume these roles in the educational development of their children for many reasons. Some of these can be summarized to be (1) their own lack of an education which causes them to benefit from the learning opportunities at school; (2) their insufficient language, may it be English or Spanish, which prevents them from communicating with school officials and teachers; (3) their inadequate motivation, which is heavily overshadowed by financial and nutritional considerations; and (4) their poor self-image caused by a tradition of stoop labor, second class citizenship, lack of education, insecurity or shame about the language they speak (Spanish)and frustration about the language that they don't speak(English). These are but a few of the many reasons why Mexican-American children of low socioeconomic families fail to achieve in school and eventually dropout at some point in their educational cycle.

An immediate concern should be the creation of a more fulfillment of the role of the parent in the educational process. A parental involvement program component must seek to fill the stimulation vacuum to which the Mexican-American children are subjected during the first few years of their lives. The parent must be made aware of their needs, responsibilities and resources. Along with this understanding, they must be assisted in developing the necessary skills which are needed to accomplish the desired performance.

The research and writing of Benjamin Bloom (1964), dramatically illustrate the importance of the home as an early school, and of the parents who are unavoidably the child's teachers. Bloom reports that half of all intellectual growth takes place between birth and 4 years of age, the next 30 percent between 4 and 8 years, and only 20 percent between 8 and 17 years. Consequently, for Bloom, an "old dog" is the child at the elementary school, when approximately 75 percent of his academic potential has been determined. The preschool and early elementary school years are the critical years for intellectual stimulation, and the home, not the school, is the deciding factor whether a child's life is really influenced for better or worse.

Although this may seem to place a mammoth job on the parents, it does not mean that parents have to take on the formal tasks of the school, nor does it mean that disadvantage parents, by virtue of their own educational handicaps need to be ineffectual or harmful to their children. Correcting a few mistaken ideas or eliminating the ignorance of a few basic principles of development probably would result in a significant alteration in parental attitudes and consequently in child behaviour. A start has to be made somewhere on which to build a more educated and more involved parent populations among the disadvantaged.

Elementary schooling

Although bilingual education is now seen as the most desirable program base for building educational programs for Mexican-American children, it cannot be considered a cure-all for the many problems common to this population group. Even in the realm of language there are approaches and methods which in the absence of a capability for bilingual education in a given district can be used to obtain results far superior to those which have been obtained with traditional approaches, methods, and techniques.

The most easily identifiable alternative is probably the teaching of English as a second language. This approach capitalizes on the contribution of linguistic science and is based generally on the audio-lingual methodology now in current use by teachers of foreign languages. Several good programs of ESL are in use throughout the state and the results obtained would certainly commend this approach especially in school situations where bilingual expertise is not readily available.

But notwithstanding its successes ESL must be considered second best for teaching English to native Spanish-speakers. The absence of the mother tongue for instruction may still be considered by the child as a value judgement of his language and culture and thus continue the feeling of cultural insecurity which has often plagued disadvantaged Mexican-American children. Not only that but it also goes counter to the findings of recent research which points to the advantage of using the native language for instruction while a second language is being taught.

If the culture and history of the student is also to be taught this can be done much more easily when the same language of that culture and history is used for that purpose.

Also in the area of language it is important to promote the teaching of language thru the use of academic content areas. It is now recognized that the process of language learning is facilitated when meaningful content is being communicated. Also appropriate as content bases are 1) perceptual and conceptual development materials, 2) materials which reflect the worth of the individual and his heritage, 3) historical and cultural materials which present the contributions of the Spanish, Mexican and Indian ancestry of present-day Mexican-Americans.

Another area which demands prompt attention is the development, adaptation and dissemination of measuring instruments for use with non-native speakers of English. Intelligence tests particularly have been proven inadequate and dangerous since they are often used for labeling students as slow learners when in reality it is problems of language which hinder their academic growth and development. So serious is the case against I.Q. tests, particularly in the primary grades, that the city of New York has now abolished their use in the early grades and California is apparently moving in the same direction.

It would certainly seem appropriate for Texas schools to at least investigate the effects that indiscriminate use of I.Q. scores has had on the education of Mexican-Americans and to move towards remediation of this problem.

The same type of investigation should also be made of achievement, aptitude, and performance tests to check for relevancy of cultural, historical and linguistic content.

New tests must also be developed which are designed for this particular group of children with their own strengths and weaknesses in mind rather than morning after an abstract sample of middle-class, English speaking children.

Also in the elementary grades the tyranny of the textbooks over teachers must be ended. Teachers should be encouraged to see and use textbooks only as tools for teachers, i.e., means to an end, rather than allowing them to set the pace of education and being the sole determiners of a child's progress through school.

Readers especially must be used within the perspective of a total language development program. Oral language experiences must precede a formal introduction to reading and both the oral and written language should be structured around meaningful experiences that are relevant to the child's environment and experience.

Secondary schooling

The percentage of Mexican-American youngsters who attend college is embarrassingly small and the percentage of high school graduates who possess salable skills is also below the national average.

It has been estimated that 80% of all Mexican-American children who enter the first grade do not finish high school. This appalling statistic does not speak highly about the capabilities of our schools to provide an adequate educational opportunity to children of Spanish-speaking homes.

Traditionally many school systems have assigned Mexican-American youngsters to vocational courses of study which aside from preventing students from participating in college preparatory programs are woefully inadequate in that they emphasize trades and vocations which are rapidly becoming obsolete or are becoming mechanized or automated. For a number of reasons - few of which are valid - this had been a characteristic in the educational pattern for young Mexican-Americans.

The advanced technology and rapidly evolving patterns of employment in the second half of the twentieth century call for vocational and semi-professional programs which are vastly different from those of the 1940's. Computers, electronic, science, rapid transportation, and advanced business systems demand specialized training which in most cases is now being provided by training on the job because it is not being made available in secondary schools.

The number of educator-personnel in the fields of guidance and counseling must be significantly increased if all areas of opportunity for Mexican-Americans are to be opened. There is an urgent need also to involve increased numbers of Mexican-Americans in programs of training for these fields. Not only is there critical need for success models of the same ethnic background which other young people can imitate but the understanding and empathy which is required for guidance workers is closely linked also with the degree to which they can associate themselves with their clients. For this reason programs for the training of Mexican-American guidance personnel should be encouraged and supported.

The implementation of bilingual education programs is but one step towards the provision of quality education for Mexican-Americans. Language programs alone cannot be expected to provide the kind of preparation for life which education must accomplish. Increased emphasis must be given to other areas if this segment of our population is to move out of the dark decades to which it has been relegated in the American southwest.

RECOMMENDATIONS GROUP SIX

1. English as a second language - methods should be used not only in language arts classes but also in content areas.

2. Teachers should be retrained to use textbooks as a means to an end but not as an end in themselves or to adapt them to the needs of the children.

3. Emphasize the teaching of concepts that reflect the worth of each individual and his culture all over the world, ie., We are more alike than different.

4. Involve parents in the school and teachers in the homes:
   a) release teacher (during school time) to visit homes.
   b) train teacher to visit and to accept customs they encounter.
   c) coordinate the objectives of the two teaching institutions, the home and the school.
   d) help the parents feel that school is important to the child and the school is sincerely dedicated to the best care of the child.
   e) use parental involvement personnel and involve parents in group meetings, field trips, advisory boards, school visitations, etc.

5. Help develop a child's pride - help him to accept himself (as part of society). Help the child know he is a person of worth.

6. Design a program that emphasizes human behavior and living.

7. Get personnel directors to hire undergraduate students to come to the schools and motivate students to remain in school so that later they may be able to compete for higher paying jobs.

8. Bring former students to the school to help motivate others to stay in school.

9. Develop a (guidance) program design to get students into colleges and/or junior colleges - scholarships, adequate guidance.

10. Put pressure on the community to raise professional salaries.

11. Raise standards of vocational training so graduates will be able to cope with the jet age, that is to say, so that the training the student gets in high school will prepare him to fit into the economy (job) of our society.

12. Develop new instruments for testing Mexican-American children.

13. Abolish testing (I.Q.) in primary grades.

14. Raise the standards of curriculum in high schools.

15. Curriculum in the elementary schools and high schools should include the teaching of Mexican-American culture.

Changing the Structure from Within and Without: A Common Sense Approach to the Development and Effective Utilization of Mexican-American Professionals

by

Ernest M. Bernal, Jr.

Assistant Professor of Education
St. Mary's University

During the Las Cruces Conference not long ago a group of Chicano educators was having an informal, pre-dinner caucus in a motel room when an Anglo passerby recognized several of the individuals and came in to say hello. After the usual pleasantries he commented that he was expanding one of his bilingual program components. Asked if a Mexican-American were going to head up the new effort he replied no, that he had looked for one qualified but couldn't find one. What were the qualifications? An Ed.D. and "experience." The pay--$13,000 a year. An Anglo Ph.D. was hired; a Mexican-American doctoral candidate was named as his assistant at $9,000.

In another instance, a few central administrative positions were created last year by a large school district in south-central Texas and were filled by promoting some Spanish-surnamed principals. The Mexican-American community leaders were dismayed to learn their names, however, for they knew these new administrators to be highly acculturated to the Anglo ethic.

Similarly, a college admissions officer would not "lower standards" by admitting Mexican-American applicants who did not quite have the minimally acceptable GPA and who barely missed the "necessary" scores on a college admissions test, despite the fact that their work record and student leadership activities show them to have promise. "I treat everyone the same," he claims. "If that makes me a bigot, then I'm at least impartial about it."

What do all these stories have in common? Mexican-Americans regard each of these as instances of systematic discrimination, though erstwhile "Mexican-Americans" and some Anglos would say that these measures are necessary to keep discrimination from working in reverse. To the Chicano mind, any publicly funded institution which claims to have searched in vain for fully qualified and experienced Mexican-Americans is simply employing a gringo* rouse, an excuse to hire or promote Anglos. Organizations which undertake programs to benefit Mexican-Americans should themselves be willing to groom capable young Chicanos with a view to having them eventually assume executive positions. To do otherwise is to impose a functional ceiling on the upward mobility of the Chicano professional.

The Chicano is also very concerned about "Brown jobs", positions which are filled by "safe" Mexican-Americans, not because he denies these individuals the right to become anglicized, but because of the implicit fraud involved in that these personnel stensibly represent the minority's viewpoints. Again, the rigid system of college selection procedures, the validity of which was established on the performance of predominantly Anglo students, serves only to exclude Mexican-American youth and especially young adults (for example, those returning from a 4 year enlistment in the armed forces and planning to use G.I. Bill benefits) from the better educational institutions. This discrimination, then, is subtle and in many cases unwitting: Though the potential position of the Mexican-American is higher now, it seems that he still has "his place"!

If, then, the educational structure is to have the opportunity to modify itself, at least three conditions must be realized: (1) There must be a greater number of formally qualified Mexican-Americans to fill positions within the system, (2) the schools must be altered to provide a wider spectrum of community services, (3) the Establishment must have to deal directly with Mexican-American interest groups, and (4) Mexican-Americans must participate in the decisions to fund or reject proposals.

---

* A gringo is one who is unsympathetic to the plight of minorities, be he Spanish-surnamed or Anglo.

First, special scholarship monies must be set aside for Mexican-American students, especially at the graduate level. A shockingly low number of Mexican-American high school graduates enter college. Of these, many dropout because of the financial press on themselves or their families--a condition which could be alleviated if student financial aid officers would work up full support packages for these students. Furthermore, too great proportions of those Mexican-Americans who have come from the barrios and struggled for an education either disavow La Raza or do not continue beyond the bachelor's degree. Those who preserve Brown souls in their brown skins quickly dedicate themselves to helping others or feel obligated to assist their younger siblings thru school. By the time some would feel free to return to school, they have married and are raising families of their own. A teacher's savings (if any) and a small fellowship will not suffice to support many of these potential leaders thru a master's or doctoral program. Others, recognizing that the traditionally defined professional rites of passage are incompatible with a high degree of familism and a barrio style of life, sever most or all ties with their families of orientation. Since the family is such a strong institution within Mexican-American society, the cultural heritage of these individuals suffers also. In order, then, to meet the need for highly trained Mexican-America educational specialists who are also committed to La Causa, fellowships sufficient to support a family must be provided.

Secondly, the entire school must become oriented toward community service. The professional staff, especially the counselors, administrators, and teachers have to learn to accept parents and students alike, to put their institution and talents to work in the neighborhood. With the cooperation of state accreditation agencies, teacher training and counselor preparation programs could be modified to develop culture-specific interpersonal and group techniques, and a greater emphasis on practical applications to real situations may help the trainees develop the skills to effect social change thru target area schools. For many colleges of education or summer workshops to hire the extra personnel needed to design these specialized courses and provide close practicum supervision, however, versatile federal funding may be necessary.

Third, no proposal dealing with the education of Mexican-Americans should be funded unless Chicanos have been involved in the project from its inception. More specifically, Chicanos should have an input into the planning program and evaluation phases of every project. They must be well represented on the project staff, and wherever possible a Mexican-American advisory group composed of recipients of the services specified in the funding contract must be organized. If Mexican-Americans are not hired to fill executive positions in protracted, multifaceted projects such as those undertaken be regional educational laboratories or state education agencies, the grantee must devise and implement plans for training and promoting those initially employed at the intermediate levels.

Finally, U.S.O.E. should ensure that its concerns for the educational well-being of the Mexican-American are not being pandered to by self-seeking gringo groups. Although it is difficult for every corporate body interested in developing some aspect of the education of bilinguals to call together a cross-section of local Chicanos to review its plans, the effort must be made. Better yet, U.S.O.E. may consider funding local, state or regional committees of Chicanos to critique initial proposal inquiries and consult with the sponsoring organizations. Such a team must demonstrate representativeness and might include the state's members of the National Advisory to the Mexican-American Affairs Unit. The rationale for my remarks is that such a group could have a more accurate purview of the educational needs in the area. Its raison d'etre would be to make programs relevant.

Washington would, of course, retain the right to adjudge grant awards. But here, too, those who call constantly for innovation can point the way be getting Mexican-American readers for proposals having to do with Mexican-American interests.

Nor can we overlook the possibility of funding proposals submitted by organizations independent or semi-independent of extant educational structures. Consortia among institutions, individual professionals, and the community to meet behaviorally specifiable needs seem particularly attractive, because they may provide services which transcend the capabilities of anyone, necessarily more generalized component. Planning for certain kinds of adult education or of community organization for service to the schools, for instance, may be more efficiently handled thru interinstitutional cooperation.

What has been recommended here has heavy political implications. In the last analysis, however, no peaceful social revolution, whether in the community or the schools, can proceed any faster than what the Establishment will sanction, allow or, at best, tolerate. The San Antonio Conference was held to find the real speed limits on the various avenues to such a revolution, to plan more direct routes and estimate what the cost of building new thruways might be--as well as the consequences of letting the traffic run amok.

At the close of the San Antonio Conference, a group of Mexican-American and Anglo conferees, under the leadership of Mr. Nick Garza, formed a steering committee for what is as yet an unstrutured group of concerned educators, Texas for the Educational Advancement of Mexican-American (TEAM). It is hoped that purposes and objectives can be formulated by the end of the summer so that this group may begin taking definite action in the interest of Mexican-American education by the fall school term, 1969-70.

Today the Mexican-American does not eschew politics and is not afraid of power, whether his own or that of others. His loyalty to America is not tergiversant, but he does not want this constancy to be taken for granted or his docility required in the face of exploitation and degradation. He does not, in short, desire to be assimilated into the Anglo community unless his bargaining position is that of an equal. Though he has much to learn from his Anglo brothers, he feels that they can also learn much from him.

To effect such change the Mexican-American must first be recognized as being different and perceived as powerful enough to command respect. He is learning to blow his own horn, individually and in concert with others. Since public and private monies are being spent in his name, as it were, to pay the piper, he should call a few of

---

The chairman of the steering committee is Mr. Ray Sanchez, 1302 Guadalupe, San Antonio, Texas 78207 tunes. The recommendations growing out of the San Antonio Conference will allow one to predict what some of these songs will be, and if one's band is to play them well, a Mexican-American brass section may have to be employed, not to mention a few fiddlers and a different drummer. Once Chicanos are given the chance to write some of the orchestration, the two cultural groups may produce some fascinating new harmonies.

Such arrangements are far superior to the discord of hiring two different bands to play different music at the same time in the same place.

Mexican Americans and Staffing for Bilingual Education

by

Josué M. González

It would be less than honest and not at all realistic to treat the problems of staffing for bilingual education without making a statement which is at the same time unnecessary and yet pregnant with significance. This basic and inescapable fact is that within this topic, the focus must be largely on the training, recruitment, assignment, and retention of one particular group of educators. To some extent they all possess proficiency in two languages, they are to some degree bicultural and they happen also to belong to a national minority group; that is to say, they are Mexican Americans.

Also inescapable is the fact that the ever increasing activism of the chicanos of today is beginning to spill over from civil rights, economic opportunity and politics into education and its most sacred bovines; teacher training, tests and measurements, and upper echelon administration.

The significance of this is difficult to assess scientifically. For example, not only is bilingual education a new idea in this country but it is a new idea which brings with it extensive requirements for "retooling" at all levels of the educational process. And not only is it requiring change but the demands for change are coming from a national minority group who has for generations held a secondary place in American society and who clings adamantly to a value system, a culture, and a language which are alien to "the American way."

Little wonder, then, that the quest for quality education by Mexican Americans presents to the insecure, the uninformed, and the bigots, a threat to all that they would consider "sacred" about America and its institutions. This is evidenced by the great number of educators and lay people who regretfully (but sincerely), believe that patriotism, and love and pride of country are monolingual English-speaking attributes.

And if all of this were not enough the mere proposal that a bilingual education program be initiated requires a willingness to accept the hard fact that on-going patterns of education for Mexican American children are not meeting with an acceptable measure of success. It requires a tacit admission on the part of teachers, supervisors, administrators, etc. that they have done a less than outstanding job of educating Spanish-speakers thru the use of traditional materials and methodologies. This is, of course, a difficult admission, but if the statistics are correct there are some 89% of all Mexican American children who enter the first grade in Texas who never finish high school.[1] And if this is true, and a 1960 median adult educational achievement level of 6.1 years seems to support it, then the batting average is indeed poor and sorely in need of at least a second look.[2]

Many are now aware of the shortcomings of the educational system but many refuse to believe the gravity of the problem and insist on turning a deaf ear to data such as these:

- The average Mexican American child in the Southwest drops out of school by the seventh year. In Texas, 89 percent of the children with Spanish surnames drop out before completing high school!
- Along the Texas-Mexico border, four out of five Mexican American children fall behind their Anglo classmates by the time they reach the fifth grade.
- A recent study in California showed that in some schools more than 50 percent of Mexican American high school students drop out between grades 10 and 11; one Texas school reported a 40 percent dropout rate for the same grades.

- Mexican Americans account for more than 40 percent of the so-called "mentally handicapped" in California.

- Although Spanish surnamed students make up more than 14 percent of the public school population of California, less than 1/2 of one percent of the college students enrolled in the seven campuses of the University of California are of this group.[3]

In the same report quoted above and after extensive research and soul searching, the National Advisory Committee on Mexican American Education recommends as its first priority for action the training of "at least 1000,000 bilingual-bicultural teachers and educational administrators."[4]

Thus the scope and complexity of staffing for bilingual education and education in general for Mexican Americans is laid out for educators to contemplate in concern and awe. But there is little time for contemplation, and a daring few plunge in with determination. One small Texas college enrolls 30 freshmen in a bilingual teacher training program, then triples the number during the second year, and finds itself in a position of leadership through its small beginning effort.[5] On another front several hundred school districts submit applications for Title VII ESEA funds in hopes of doing thru inservice programs what should have been done in pre-service training. Frantic and eager proponents call for importing teachers from Spanish American; a poor substitute that would place students and teachers in uncomfortable cultural, historical, and linguistic predicaments. School districts from one state "raid" others in search of bilingual teachers only to find the same dire shortages wherever they go.

Generally the present and near future present a less than bright picture for successful staffing of bilingual education programs. The shortage even of prospects to be trained as bilingual teachers is serious. It has been estimated that some 250,000 children in Texas could benefit from bilingual instruction at the present time. Yet best estimates are that there are only some 5,500 teachers currently employed in this state who may be bilingual.[6] In addition not all of these are working in areas where bilingual education is practical or even possible. Only two areas in the state have high enough concentrations of bilingual teachers to make comprehensive programs possible, and even here the number available is subject to the prevailing patterns of recruitment, assignment and retention. These are in turn dependent on the whims of tradition, human nature and salary scales.

The realization comes soon enough that we face a cyclical problem that must be attacked at home, and from pre-school through the doctorate in the formal educational spectrum. If young Mexican Americans cannot get thru high school then they will not even earn college degrees. And without degrees they cannot become teachers. And even from those few who do graduate from high school an embarrassingly small number are able to gain college admission since inadequate preparation and entrance requirements often present insurmountable barriers.

It becomes clear thus that the development of Mexican Americans for the education professions cannot be limited to the narrow confines of recruitment, development, assignment and retention of bilingual teachers who are for the most part absent from the total picture. The eventual success will have to depend on increased emphases at all levels of education for the Spanish speakers of the Southwest.

And yet the pressures of the present demand that we begin an intensive process of development with the potential for leadership now present, or soon to be active, in our schools. But the great differences which presently exist in the philosophy and application of bilingual education programs make it difficult to prescribe a teacher preparation program which might be applicable to the needs of all school districts of the state, since there is a pressing need also for all involved in the areas relevant to staffing to assess those criteria which have traditionally been used in teacher preparation and evaluation. The broad areas of professional concern commonly embraced by terms like "superior native ability, mastery of subject matter, broad general education, an understanding of human nature, dedication to work,"[7] and other such generalitites, do not set the proper parameters for the kinds of training that teachers of Mexican American children should receive. Greater specificity and increased flexibility are in order. At the same time that special training in specific areas is required, the need is great for generalists with working knowledge of many areas of education. Such persons are to be preferred over highly trained specialists in one area since such specialization many times results in an in-bred philosophy of education that inhibits healthy professional growth. Such for example, is the case currently developing with proponents of "the linguistic method," or the "cognitive development approach" who are in danger of prematurely crystallizing their teaching around a concept which is essentially sound but which should comprise only a part of the whole of the teaching-learning process.

Charles Brussell recently synthesized some of the prevailing thought regarding the education of young Mexican American children. In the short section which he devotes to "The Teacher" he writes:

> Goldberg (19) believes that there is no such thing as the universally "good" teacher; rather, there are a variety of "good" teachers whose temperaments and training differentially suit them to teach differing groups of students. Disadvantaged children represent a describable pupil population who are in need of teachers uniquely "good" for them. Since Goldberg feels that there is no systematic data on what teachers of the disadvantaged do, he constructs a hypothetical model of the successful teacher of the disadvantaged.

This teacher, according to Goldberg, respects his students, not as a romantic gesture, but because he realistically sees them as struggling to survive in the ruthless world of their peers. He is a student, not a judge, of the alien culture from which the children come. He understands their background, their values, their home life, their family structures. He will recognize the functional quality of the children's language, even if it is not acceptable English. He knows that learning comes not merely from native ability but also from total experience, and will accept test scores as valid measures of children's present academic ability, while rejecting them as measures of their native ability. He is orderly, strict, and undeviating, but also warm and outgoing, and never punitive. He is aware of the dangers of the "self-fulfilling prophecy," and expects more of each child than the child thinks he can produce, but does not set standards so high as to cause frustration. He is always honest. He does not pretend that a pupil's work is good when it is not, but he always rewards each tiny step upward with honest praise. He is something of a showman, breathing interest into the student's work, and he has an extensive knowledge of what he teaches. Summed up in one phrase, he has the quality of ordered flexibility.

In a similar vein, Riessman (49) believes that teachers of the poor should be trained in at least five ways. First, they must be trained to respect the disadvantaged and their families by developing interest in psychology and the culture of the disadvantaged. Second, they need to be trained to understand what

> to look at, and how to look at the culture of the disadvantaged. Third, they need to be taught appropriate methods of working with the poor, such as being direct and straightforward, and clearly defining what is to be done. Fourth, they need to be provided with teaching techniques appropriate for low-income children, such as the Montessori system, game techniques, and role playing. Fifth, *their various teacher styles, their idiosyncratic potentials, should be developed instead of relying on the stereotype of the average well-adjusted teacher*.
>
> [Many educators including H.T. Manuel propose that] the teacher of Spanish-speaking children should be bilingual. This is also a conclusion of Noreen (38) and of the NEA Tuscon Survey group (37). Manuel (35) feels that in training teachers for schools in the Southwest, attention should be given to the characteristics of disadvantaged people in general and tothe cultural traits of the Spanish-speaking people. Thus, *the teacher of the Spanish-speaking should also know and appreciate the culture of the Spanish-speaking*. Other writers such as Noreen (38), Galbraith (16), and Chavez and Erickson (11) concur on this point.[8] (emphasis mine)

If any general statement can be distilled from all of the above it would be that there are no messianic solutions in sight. Specifically, the problem is basically that of providing an equal opportunity to chicanos at all levels. But that broad goal encompases a number of sub-objectives and enabling instrumentations. The American educational system must be moved forthwith out of those ineffective routines which have characterized it and which prompted an angry trainer of teachers to charge it with being "a superstructure built upon the swamps of superstition by brujas, curanderas, and lambiachis."

Basic reform has been tardy in coming and until it does no significant progress can occur. The use of para-professional personnel on career ladder sequences; the concept of differentiated staffing; the involvement of teachers in planning and conducting their own training programs; the provision of opportunities for young Mexican Americans to enter college in greater numbers; participation by the community; public school/college articulation; adjunct teacher training faculties; and any number of other movements and ideas must be expeditiously integrated into bilingual education if it is truly to become a contributing force in education and not simply another perfunctory "improvement" to be seen as "better than what we had before."

REFERENCES

1. Report of the National Advisory Committee on Mexican American Education, The Mexican American Quest for Equality, Albuquerque, Southwestern Cooperative Educational Laboratory, 1968.

2. H.L. Browning, and S.D.McLemore. A Statistical Profile of the Spanish Surname Population of Texas; Austin: The University of Texas, Bureau of Business Research, 1964.

3. Report of the National Advisory Committee, op. cit.

4. Ibid.

5. Project Teacher Excellence, Our Lady of the Lake College, San Antonio, Texas.

6. Severo Gómez, Assistant Commissioner of Education for Bilingual and International Education (Texas), Panel discussion during the 58th Annual Conference of the Texas Social Welfare Association, 1968, San Antonio, Texas.

7. Charles B. Brussell (compile); J.A. Forester and E.E. Arnaud (eds), Disadvantaged Mexican American Children and Early Educational Experience; Austin: Southwest Educational Development Corporation, 1968. (Summarizing statements of H.T. Manuel in Spanish-speaking Children of the Southwest.).

Secondary sources:

(11) Chavez, S.J. and Erickson, T.L., "Teaching American Children from Spanish-Speaking Homes,: Elementary School Journal, January, 1957. Vol. 57, pp. 198-203.

(16) Galbraith, C.K., "Spanish-Speaking Children Communicate," Childhood Education, October, 1965. Vol. 42, pp. 70-74.

(19) Goldberg, M.L., "Adapting Teacher Style to Pupil Differences: Teachers for Disadvantage Children," in Frost, J.L., and Hawkes, G.R. (eds.), Disadvantaged Child: Issues and Innovations; Boston: Houghton Mifflin Company, 1966. pp. 345-361.

(35) Manuel, H.T., "Recruiting and Training Teachers for Spanish-Speaking Children in the Southwest," School and Society, March 30, 1968. Vol. 96, pp. 211-214.

(37) NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking, The Invisible Minority ... Pero No Vencibles; Washington, D.C.: National Education Association, Department of Rural Education, 1966.

(38) Noreen, Sister, D.C., "A Bilingual Curriculum for Spanish-Americans," Catholic Journal, January, 1966. Vol. 66, pp. 25-26.

(49) Riessman, Frank, "Teachers of the Poor: A Five-Point Plan," Journal of Teacher Education, Fall, 1967. Vol. 18, pp.326-336.